

# GUIDE *to* Education

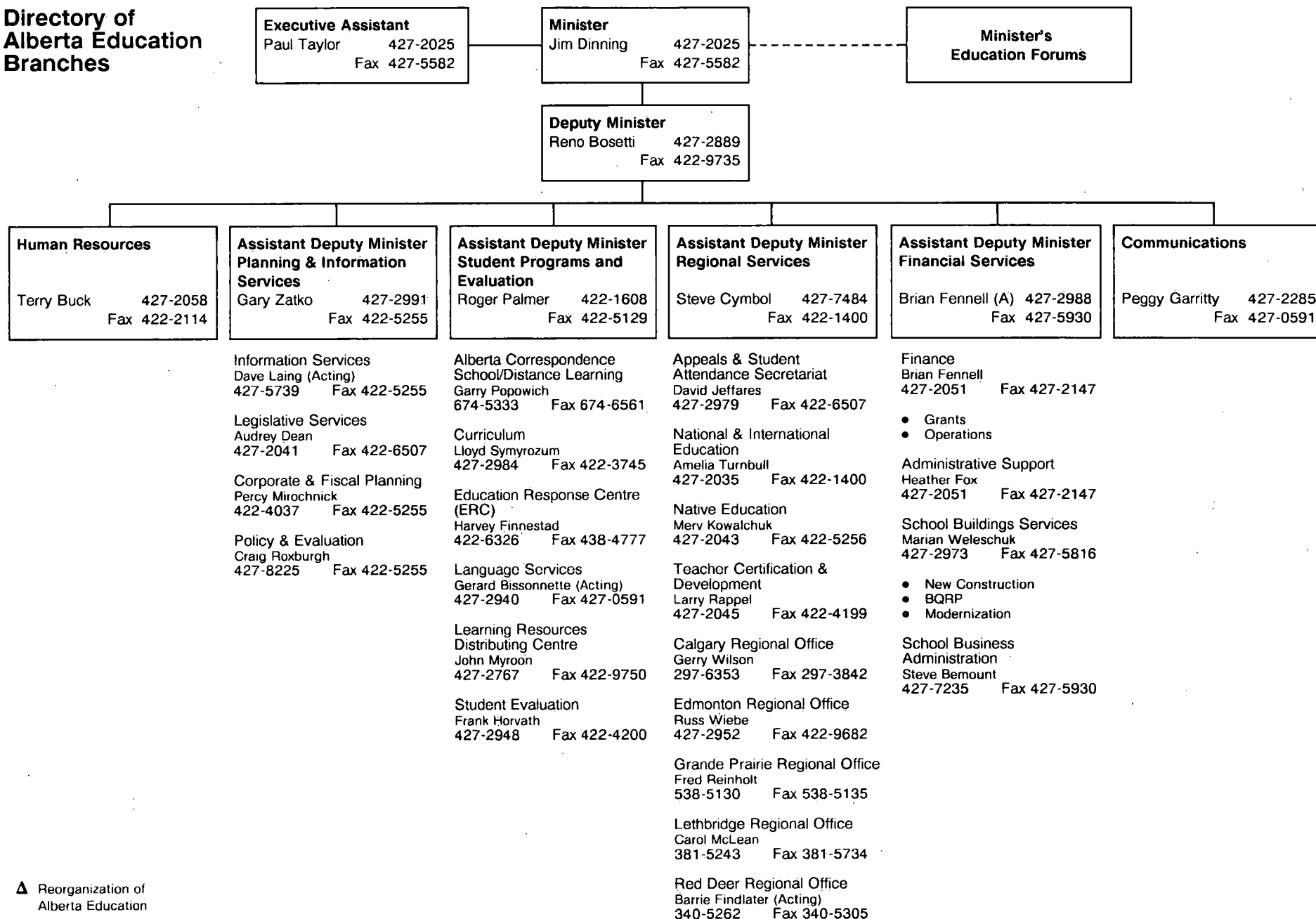
*Senior High School Handbook  
1991-92*



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# GUIDE *to* Education

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## *Senior High School Handbook 1991-92*

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This document supersedes the **Guide to Education: Senior High School Handbook 1990-91**. All changes to Alberta Education requirements contained in this document are effective the first day of the 1991-92 school year as defined by the local school authority.

This handbook is issued under the authority of the Minister of Education.

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**Δ Changes in  
content**

This handbook contains information on a wide variety of topics. Some of the statements are mandated; others suggest procedures that are discretionary. Those statements that are requirements of Alberta Education are screened.

The delta sign (Δ) is used in the left-hand margin to indicate sections where major changes have occurred. A brief explanation is provided beside each sign.

All references to the School Act are to the School Act, Statutes of Alberta, 1988, Chapter S-3.1 as amended by the School Amendment Act, 1990, consolidated July 12, 1990, with amendments in force September 1, 1990.

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## FOREWORD

The **Senior High School Handbook** is the third in the series of handbooks that comprise the **Guide to Education**. The first in the series is the **Elementary School Handbook (ECS to Grade 6)** and the second is the **Junior High School Handbook**.

The **Senior High School Handbook** is published by Alberta Education for the use of administrators, teachers and other parties engaged in the delivery of high school education. It is intended to serve the following purposes:

1. to provide information about the characteristics of students enrolled in senior high schools
2. to communicate information useful in organizing and operating secondary schools to meet the needs of students
3. to identify the program requirements specified by Alberta Education.

In senior high, students should be encouraged to challenge themselves at new levels and in new experiences, as well as to prepare themselves for their future choices in life. This is especially important in the areas of counselling and guidance. Consequently, the first section of the handbook addresses the diverse characteristics and needs of senior high school students, and describes the graduation requirements that students will need to meet over the course of their senior high education. The philosophy statement included in this section addresses the significance and uniqueness of senior high education in the lives of these students, and in their communities. This focus on the student is integral to all school programming, and reflects the emphasis of the **School Act**.

This handbook is the first step in drawing together information that is essential to school administrators. Policies, procedures and organizational information required to operate a high school are included or directions given for obtaining this information.

Alberta Education's management system is policy-based and results-oriented. As much as possible, policies and procedures are used to set educational goals and directions. This handbook supports Alberta Education's objective of providing consistent direction while encouraging flexibility and discretion at the local level. Screened text indicates mandatory requirements taken from the **School Act**, regulations, policies and procedures.

**Δ Clarification of definition**

References to "boards" and "schools" in this document are in accordance with the definitions used in the **School Act**. The requirements noted in this handbook apply to all schools offering senior high school courses for credit, including accredited private schools. In this handbook, "local school authority" means a board of a public or separate school district, an accredited private school whose program has been approved by the Minister and a school operated by the Minister (such as the Alberta Correspondence School and the Alberta School for the Deaf).

Further copies of the handbook are available, upon written request, from **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Suggestions for changes to this document, or questions regarding its content, should be addressed to the **Deputy Director, Curriculum Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 422-4872, Fax 422-5129).

**Δ The delta sign is used to indicate changes to the handbook.**



# Table of Contents

## SENIOR HIGH SCHOOL STUDENTS

Δ	Foreword .....	iii
	Philosophy of Senior High Schooling .....	1
	Goals and Objectives of Senior High School .....	3
	1. Introduction .....	3
	2. Goals of Education .....	4
	3. Goals of Schooling .....	5
	4. Developing Desirable Personal Characteristics .....	6
	a. Ethical/Moral Characteristics .....	6
	b. Intellectual Characteristics .....	7
	c. Social/Personal Characteristics .....	7
	5. Secondary Education in Alberta: Policy Statement ...	8
	a. Aim of Education .....	8
	b. Goals of Secondary Education .....	8
	6. Essential Concepts, Skills and Attitudes .....	9
	Developmental Characteristics .....	10
	1. Introduction .....	10
	2. Cognitive/Intellectual Development .....	11
	3. Social Development .....	11
	4. Physical Development .....	12
	Senior High School Graduation and Articulation Requirements .....	13
	1. Introduction .....	13
	2. Assisting Students' Planning .....	13
	a. Student Information Needs .....	14
	b. General Requirements for Admission to Post- Secondary Education Institutions .....	15
	3. Credit Requirements for Graduation .....	16
	a. Students Who Entered Grade 10 Prior to the 1988-89 School Year .....	16
Δ	b. Students Who Entered Grade 10 in the 1988-89 School Year .....	18
Δ	c. Students Who Entered Grade 10 in the 1989-90 School Year .....	20
	d. Students Who Entered Grade 10 in the 1990-91 School Year .....	21

e.	Students Who Enter Grade 10 in the 1991-92 School Year .....	23
f.	Students Who Will Entered Grade 10 in the 1992-93 School Year .....	24
4.	Courses Eligible for Category C .....	25
a.	Second Languages .....	25
b.	Fine Arts .....	26
c.	Business Education .....	26
d.	Home Economics .....	26
e.	Industrial Education .....	26
f.	Physical Education .....	26
g.	Locally Developed Courses .....	26

## PROGRAMMING

	<b>Senior High School Programming .....</b>	<b>27</b>
Δ	1. School Organization .....	27
	2. Program Organization .....	28
	3. Attendance .....	28
	4. Numbering Systems of High School Courses .....	28
	5. Letter Gradings and Percentages .....	28
	6. Extension Programs .....	29
	<b>Information Regarding Various Courses and Programs .....</b>	<b>30</b>
	1. Additional Course Information .....	30
	a. Agriculture 10-20-30 .....	30
	b. Driver and Traffic Safety Education 10 .....	30
	c. English Language Arts .....	30
	d. Industrial Education .....	31
	e. Locally Developed Courses .....	31
Δ	f. Music - Private Study .....	32
	g. Physical Education - Exemptions .....	34
	h. Religious Studies .....	34
	i. Second Languages .....	35
Δ	j. Social Studies .....	35
	k. Social Sciences .....	35
	2. Recommended Transfer Points .....	36
	a. English Program Recommended Transfer Points ..	36
	b. Integrated Occupational Program Recommended Transfer Points to the General High School Diploma Program .....	36
	c. Mathematics Program Recommended Transfer Points .....	37
	d. Science Program Recommended Transfer Points (1992-93) .....	37
	e. Social Studies Program Recommended Transfer Points .....	37



3.	Instruction in Languages Other than English .....	37
a.	Francophone Program .....	37
b.	Immersion Program .....	38
Δ 4.	Academic-Occupational Program .....	38
Δ 5.	Integrated Occupational Program .....	38
6.	Special Education .....	39
Δ a.	Program Information .....	40
Δ b.	Education Response Centre .....	40
c.	Communication and Information .....	40
7.	Special Project Credits .....	41
a.	Purpose .....	41
b.	Procedures .....	41
Δ 8.	Community Partnerships/Work Experience Programs ..	42

<b>ADMINISTRATION</b>	<b>Governance of Education .....</b>	<b>45</b>
1.	The School Act .....	45
2.	The Alberta Education Policy Manual .....	45
3.	Regulations .....	46
a.	French Language Immersion .....	46
b.	Home Education Program .....	46
c.	Languages Other than English or French .....	47
d.	Private Schools .....	47
e.	Student Evaluation .....	47
f.	Student Record .....	47
g.	French Language Education .....	47
4.	Provincial Policies .....	48
a.	Education Programs .....	48
b.	Referrals and Appeals .....	48
c.	Provincial Monitoring, Evaluating and Auditing ...	48
d.	Operations Management .....	49
e.	School Finance .....	49
f.	Communicating Education Results .....	49
g.	Ministerial Orders and Directives .....	49
5.	Handbooks and Bulletins .....	49
	<b>Instructional Delivery .....</b>	<b>50</b>
Δ 1.	Programs of Study .....	50
2.	Curriculum Support Resources for Teachers .....	50
3.	Student Learning Resources .....	51
a.	Basic Student Learning Resources .....	51
b.	Support Student Learning Resources .....	51
Δ c.	Locally Developed/Acquired Student Learning Resources .....	51
Δ d.	Learning Resources for the Visually Impaired ....	51

	4.	Alberta Correspondence School .....	52
Δ	a.	Registration and Fees .....	52
	b.	Monitoring Student Progress .....	52
	c.	Additional Local School Authority Responsibilities .....	52
	d.	Student Resources .....	52
	e.	Home Education .....	53
Δ	5.	Distance Education .....	53
	6.	Native Education .....	53
Δ	7.	School Library Program .....	54
Δ	8.	Technology in Education .....	55
		<b>Awarding Course Credits .....</b>	<b>56</b>
	1.	Introduction .....	56
	2.	School Program Plan .....	57
	3.	Special Circumstances .....	57
	4.	Rules Governing Awarding of Credits .....	57
	5.	Provisions for Students Affected by Transitional Diploma Requirements .....	57
	6.	Course Sequence Transfer .....	58
	7.	Prerequisite Standing .....	58
Δ	8.	Waiver of Prerequisites and Credits for Waived Prerequisite Courses .....	58
Δ	9.	Retroactive Credits .....	59
		<b>Student Placement and Promotion .....</b>	<b>61</b>
	1.	Placements and Promotions .....	61
Δ	a.	Grade 10 Students .....	61
	2.	Registration of Students .....	61
Δ	3.	Evaluation of Out-of-Province Educational Documents .	61
	4.	Exchange Students .....	63
		<b>Student Achievement in Senior High School Subjects .....</b>	<b>64</b>
	1.	Introduction .....	64
	2.	Reporting Student Achievement in Senior High School Subjects .....	64
	3.	Grade 12 Validation Statement .....	65



4.	Grade 12 Diploma Examinations Programs .....	66
a.	January and June Diploma Examinations .....	66
b.	August Diploma Examinations .....	66
c.	Eligibility to Write .....	67
d.	Special Provisions .....	67
e.	Special Circumstances .....	67
f.	Examination Results .....	67
5.	Appeal Procedures .....	68
a.	School Course Marks .....	68
b.	Diploma Examination Marks .....	68
6.	Diploma Examination Results Statement .....	69
7.	High School Diplomas and Transcripts .....	69
8.	Provisions for Mature Students .....	69
9.	Credits for Private School Instruction .....	69
	<b>Special Provisions</b> .....	<b>71</b>
Δ 1.	Special Provisions for Mature Students .....	71
2.	High School Equivalency Diploma .....	72
3.	Special Cases Committee .....	73
Δ a.	Frame of Reference of the Committee .....	73
b.	Membership of the Committee .....	74
Δ c.	Functions of the Committee .....	74
Δ d.	Directions for Contacting the Committee .....	74

## APPENDICES

	Appendix I	Articulation with Alberta Apprenticeship and Trade Certification .....	75
Δ	Appendix II	Provincially Authorized Senior High School Courses .....	77
Δ	Appendix III	Approved Locally Developed Senior High School Courses .....	86
Δ	Appendix IV	Alberta Education Curriculum Distributors .....	89
Δ	Appendix V	Alberta Education Branch Addresses .....	90
	Appendix VI	Program Implementation Schedule .....	91
		INDEX .....	93





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# Senior High School Students

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# SENIOR HIGH SCHOOL STUDENTS:

## Philosophy of Senior High Schooling

Senior high school builds on the foundations students establish in their elementary and junior high school years toward achieving the goals of schooling and of education. It provides students with greater opportunity for decision making and time management. Students can enrol in a wide range of courses to achieve specific goals as well as to explore their interests and abilities. Taking responsibility for their choices and actions is an important aspect of senior high education.

Graduation from senior high school is a significant personal accomplishment. It also is an important transition in life, leading directly to career entry or to postsecondary study.

Senior high school students in Alberta represent a broad cultural diversity, as well as a diversity of needs and abilities. High school accommodates these diverse educational and cultural needs by providing a range of programs and developing flexible methods of delivery. Senior high schools also have the opportunity to develop strong community partnerships, and to use provisions for instruction in languages other than English, to meet the needs of the students and communities that they serve.

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Senior high school provides students with opportunities to:

- complete development of basic skills, if necessary, through modified instructional activities or alternative methods of school organization
- extend and refine intellectual and other skills in preparation for entry into postsecondary education
- acquire specialized knowledge, skills and positive attitudes required for direct entry into the workforce
- become confident, competent and responsible individuals, ready to assume the role of contributing members of society
- choose courses that will lead to the fulfilment of personal aspirations.

# SENIOR HIGH SCHOOL STUDENTS:

## Goals and Objectives of Senior High School



### 1 Introduction

The following statements of goals direct education in Alberta's schools. They are the basis from which specific learning expectations for various subjects and grades are developed. The goals were adopted by order of the Minister under section 25(1)(f) of the **School Act**.

Schools make a very important contribution to education. But school is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations also have significant influence on children. It is useful, therefore, to be clear about the role of schooling in education. Education refers to all the learning experiences the individual has within the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted within a structured environment. There is, of course, a very close relationship between schooling and education: the learning that occurs in school influences, and is influenced by, what is learned outside the school.



## 2 Goals of Education

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- develop intellectual curiosity and a desire for lifelong learning
- develop the ability to get along with people of varying backgrounds, beliefs and lifestyles
- develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others
- develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations
- develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society
- develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavours
- develop an appreciation for the role of the family in society
- develop an interest in cultural and recreational pursuits
- develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment
- develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order to fulfil personal aspirations while making a positive contribution to society.



### 3 Goals of Schooling

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- develop competencies in reading, writing, speaking, listening and viewing
- acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences and the social studies (including history and geography), with appropriate local, national and international emphasis in each
- develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner
- acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being
- develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels
- acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students, some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.



## 4 Developing Desirable Personal Characteristics

The following statement was also passed by order of the Minister and indicates the role that schools play in developing desirable personal characteristics among children of school age.

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many sources, cultural, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities that take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but, rather, the list is a compilation of the more important attributes that schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Ethical/moral characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

### a Ethical/Moral Characteristics

<i>Respectful</i>	- has respect for the opinions and rights of others, and for property.
<i>Responsible</i>	- accepts responsibility for own actions; discharges duties in a satisfactory manner.
<i>Fair/just</i>	- behaves in an open, consistent and equitable manner.
<i>Tolerant</i>	- is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.



## **b** Intellectual Characteristics

<i>Honest</i>	- is truthful, sincere, possessing integrity; free from fraud or deception.
<i>Kind</i>	- is generous, compassionate, understanding, considerate.
<i>Forgiving</i>	- is conciliatory, excusing; ceases to feel resentment toward someone.
<i>Committed to democratic ideals</i>	- displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
<i>Loyal</i>	- is dependable, faithful; devoted to friends, family and country.
<i>Open-minded</i>	- delays judgments until evidence is considered, and listens to other points of view.
<i>Thinks critically</i>	- analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
<i>Intellectually curious</i>	- is inquisitive, inventive, self-initiated; searches for knowledge.
<i>Creative</i>	- expresses self in an original but constructive manner; seeks new solutions to problems and issues.
<i>Pursues excellence</i>	- has internalized the need for doing the best in every field of endeavour.
<i>Appreciative</i>	- recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

## **c** Social/Personal Characteristics

<i>Co-operative</i>	- works with others to achieve common aims.
<i>Accepting</i>	- is willing to accept others as equals.
<i>Conserving</i>	- behaves responsibly toward the environment and the resources therein.
<i>Industrious</i>	- applies self diligently, without supervision.
<i>Possesses a strong sense of self-worth</i>	- is confident and self-reliant; believes in own ability and worth.
<i>Persevering</i>	- pursues goals in spite of obstacles.



<i>Prompt</i>	- is punctual; completes assigned tasks on time.
<i>Neat</i>	- organizes work in an orderly manner; pays attention to personal appearance.
<i>Attentive</i>	- is alert and observant; listens carefully.
<i>Unselfish</i>	- is charitable, dedicated to humanitarian principles.
<i>Mentally and physically fit</i>	- possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

## 5 Secondary Education in Alberta: Policy Statement

The following statements on the aim of education and the goals of secondary education are from the policy statement **Secondary Education in Alberta** (1985), which established the direction for senior high program and course development. The policy statement is available from the **Learning Resources Distribution Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

### a Aim of Education

The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community.

### b Goals of Secondary Education

Education should help students recognize, make and act on good choices. Within this broad aim, the goals of secondary schools are to assist students to:

- develop the ability to think conceptually, critically and creatively, to acquire and apply problem-solving skills, to apply principles of logic, and to use different modes of inquiry;
- master effective language and communication skills, including the ability to use communications technology;
- acquire basic knowledge, skills and positive attitudes needed to become responsible citizens and contributing members of society;
- learn about the interdependent nature of the world through a study of history, geography, and political and economic systems;
- become aware of, and be prepared for the opportunities and expectations of the workplace--expectations that will be faced as employees or employers; expectations that will be faced as entrepreneurs or volunteers;
- assume increasing responsibility for independent and continuous learning, and develop positive attitudes toward learning while in school, in preparation for self-directed, lifelong educational experiences;



- learn about themselves and develop positive, realistic self-images;
- develop constructive relationships with others, based on respect, trust, co-operation, consideration and caring, as one aspect of moral and ethical behaviour;
- develop cultural and recreational interests and realize personal aspirations.

## **6 Essential Concepts, Skills and Attitudes**

The **Secondary Education in Alberta** (1985) policy states that the development and implementation of the instructional program must take into account the following considerations:

- the nature and needs of the learner
- the nature and needs of a changing society
- the nature of knowledge in each subject area
- the learning environment.

To prepare students for responsible citizenship in an ever-changing society, certain concepts, skills and attitudes are essential. These are identified in the publication, **Essential Concepts, Skills and Attitudes for Grade 12** (Second Draft 1987). It is available from the **Learning Resources Distributing Centre, 12360 - 142, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

The concepts, skills and attitudes are listed under 10 categories:

- self-concept and lifestyle
- interpersonal relations
- critical and creative thinking
- communication
- science and mathematics
- lifelong learning
- citizenship
- career exploration
- consumer and producer awareness
- global and environmental awareness.

These 10 categories are relevant for all courses at the senior high school level. The essential concepts, skills and attitudes are used to guide the design, implementation and evaluation of courses and programs for senior high school. The catalogue is also useful for designing locally developed courses.



# SENIOR HIGH SCHOOL STUDENTS: Developmental Characteristics



## 1 Introduction

This section further defines the needs of the learner, as they are addressed in the policy statement **Secondary Education in Alberta** (1985). The recognition of the unique developmental characteristics of senior high students, and the further application of this information in the design, implementation and evaluation of courses and programs at the senior high school level, is an example of how the policy statement addresses the wide range of needs and abilities of students.

How students think, feel and grow affects how they learn. Therefore, the education system must understand students' cognitive, social and physical development. An informed education system aims at meeting and extending students' development through appropriate activities and teaching methods.

The information given below is intended to encourage the cognitive, social and physical development of senior high students. It is critical to remember that each student has a unique developmental schedule.

A more complete description of students' developmental characteristics can be found in four Alberta Education documents: **Students' Thinking, Developmental Framework: Cognitive Domain** (1987); **Students' Interactions, Developmental Framework: Social Sphere** (1988); **Students' Physical Growth, Developmental Framework: Physical Dimension** (1988); and **The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development** (1991). These are available from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).



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## **2 Cognitive/ Intellectual Development**

The majority of high school students will operate at the concrete operational level. A small percentage will exhibit formal operational thinking, particularly in subject areas where they are competent. At the concrete operational level, students think logically about things and events, but usually in the context of their immediate experience, having little access to abstract principles from the past or future. They are able to co-ordinate two aspects of a problem at the same time, and can mentally reverse actions or operations, as for example, when they build classification systems and then break them down into subgroups. However, they may have difficulty projecting a trend or hypothesizing, which are abilities that develop with formal operational reasoning.

Formal operational thinking is characterized as the development of hypothetical (if-then) thinking. Students who are thinking in a formal operational sense are able to handle multiple sources of information, and, unlike concrete operational thinkers, have their underlying abilities rooted more in formal logic than in spatial perceptions.

In the classroom this means that high school students respond well to concrete, physical objects or experiences that show what a concept "looks like". Questioning techniques that are sensitive to their cognitive level, yet also challenge them to extend their thinking to the formal operational level, are encouraged. Introducing subjects by first finding out what the students already know is developmentally appropriate.

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## **3 Social Development**

Most senior high school students are in transition. They are in the process of:

- refining and particularizing concerns and developmental issues left over from junior high school
- relating interests and capacities to values
- acquiring the information necessary to execute specific plans
- achieving mature relationships with peers of both sexes
- achieving independence (emotional and financial) from parents and other adults
- organizing the transition from school to the world outside
- testing their self-concept, acting on their preferences, controlling more aspects of their lives
- making more independent decisions and choices; accepting the consequences of those decisions and choices
- using internalized social standards to judge their own and others' actions. (About 10% of senior high school students will show that they have principles they have critically examined.)



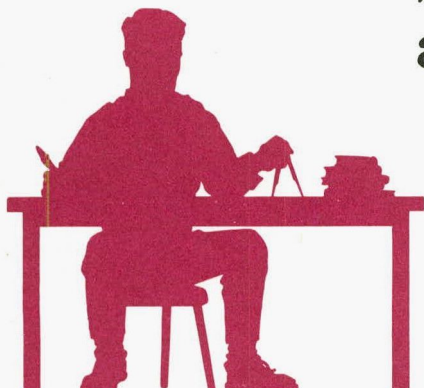
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## **4 Physical Development**

Until recently, senior high school students were viewed as physically mature. We now know that late adolescents continue to develop physically. They change. Some become taller, some lose weight and some gain weight. They become stronger and more skilled. Their level of endurance increases. And we now know that, if given the opportunities, these students will achieve a higher level of general fitness than at any other time in their lives.

# SENIOR HIGH SCHOOL STUDENTS:

## Senior High School Graduation and Articulation Requirements



### 1 Introduction

Alberta Education issues three high school diplomas: the General High School Diploma, the Advanced High School Diploma and the High School Equivalency Diploma. Students who qualify for an Advanced High School Diploma may also receive an Award of Excellence (see the requirements for an Advanced High School Diploma). As of the 1990-91 school year, it is possible for students to enrol in the Integrated Occupational Program with the objective of earning a Certificate of Achievement. The diplomas and certificate certify that the holder has successfully completed a prescribed program of instruction. However, possession of an Alberta high school diploma or certificate does not necessarily guarantee admission to a postsecondary institution. Students should be advised to check the calendars of postsecondary institutions for admission requirements.

In response to the policies outlined in **Secondary Education in Alberta** (1985), the revised requirements for a General High School Diploma and an Advanced High School Diploma are being implemented over five school years, starting in the 1988-89 school term. The requirements for students entering Grade 10 before 1988-89 and for each year of the phasing-in of the new requirements, are presented on pages 16 to 24.

Eligibility for the Integrated Occupational Program, which leads to the Certificate of Achievement, is outlined on page 22.

### 2 Assisting Students' Planning

Certain courses are mandatory for the diplomas and the Certificate of Achievement. Some Grade 10 courses are prerequisites for more advanced high school courses. Principals should ensure that students are familiar with the guidelines when planning their Grade 10 program in order to avoid possible difficulties in their later high school years.



Please note that the number of credits for which students are enrolled is not checked by Alberta Education. Principals are urged to ensure that credits are checked carefully in the schools. See **Credit Requirements for Graduation** (pages 16 to 24) for details of credit requirements and eligible courses for graduation.

**a Student Information Needs**

- i. Students should be given assistance in planning their high school programs. Steps should also be taken to secure parents' understanding and concurrence in their children's registration.
- ii. In planning a program, the student should keep in mind the requirements for a General or Advanced High School Diploma or the Certificate of Achievement as outlined on pages 16 to 24.
- iii. In addition to graduation requirements, a student's choice of subjects in high school may be governed by requirements adopted by the local school authority that has jurisdiction over the student, provided that these requirements do not contravene the provisions of this handbook.
- iv. Students under age 16 may take correspondence courses from the Alberta Correspondence School, subject to approval of the principal. Students age 16 or over may elect to take correspondence courses from the Alberta Correspondence School. These students do not require approval of the principal. For further information about the Alberta Correspondence School see page 52.
- v. Successful completion of the requirements outlined on pages 16 to 24 will result in the awarding of one of the three high school diplomas (the General, Advanced or High School Equivalency Diploma) or the Certificate of Achievement.
- vi. An Award of Excellence shall be granted to a student who qualifies for the Advanced High School Diploma with no less than 65% in any one of the four required diploma examination courses, and an overall average of 80% or higher in those courses. This Award of Excellence will be noted on the student's Advanced High School Diploma.
- vii. Students should be made aware of special programs that are available to meet their individual needs or the needs of their community.
- viii. Students identified under section 23 of the **Canadian Charter of Rights and Freedoms** may, within the provisions of the **Language Education Policy for Alberta**, have the opportunity to complete most of their required course work in French. The Category C requirement for these students is explained on pages 25 and 26.
- ix. Native students may also access resources and programs that are designed to further their knowledge of the Native experience and to meet needs particular to the Native experience. Alberta Education's policy on Native education is provided in the **Alberta Education Policy Manual**.



- x. All students should be made aware of the Rutherford Scholarship Fund for High School Achievement requirements. For additional information contact **The Office of the Alberta Heritage Scholarship Fund, 9th Floor, Baker Centre, 10025 - 106 Street, Edmonton, Alberta, T5J 1G4** (Telephone 427-8640, Fax 422-4516).

**b General Requirements for Admission to Postsecondary Education Institutions**

Students who intend to enter a postsecondary institution should be advised to check the calendar of that institution or program, for admission requirements. Postsecondary institutions have a variety of entrance requirements and students should plan their senior high programs accordingly.

**i. Recognition of Alberta Vocational High School Subjects by the Institutes of Technology and Community Colleges**

Advance placement may be granted by an institution on the basis of proof of successful completion of a high school vocational program (business or technical) and/or obtaining a passing grade in an institution-administered entrance examination. To do so, arrangements must be made for individualized programs.

Students wishing to take advantage of these articulation provisions should write to the registrar of the institute of technology or community college by April 15, giving details of the high school program completed, or to be completed, and stating the postsecondary program in which they are interested. The institutions involved will communicate with students regarding specific information.

**ii. Articulation with the Alberta Apprenticeship and Trade Certification**

Some vocational high school programs are similar to the junior periods of some apprenticeship programs. There are particular similarities between the following Alberta Education and Alberta Apprenticeship and Trade Certification programs:

Building Construction ..	Carpenter Apprenticeship
Electricity .....	Electrician Apprenticeship
Pipe Trades .....	Plumber Apprenticeship
Pipe Trades .....	Steamfitter Apprenticeship
Automotives .....	Motor Mechanic Apprenticeship
Auto Body .....	Auto Body Mechanic Apprenticeship
Sheet Metal .....	Sheet Metal Mechanic Apprenticeship
Machine Shop .....	Machinist Apprenticeship
Electronics .....	Electronic Technician Apprenticeship
Electronics .....	Communication Electrician Apprenticeship
Related Mechanics .....	Agricultural Mechanic Apprenticeship
Welding .....	Welder Apprenticeship
Food Preparation .....	Cook Apprenticeship
Beautician .....	Beautician Certification

Refer to Appendix I for guidelines to assist in planning high school vocational programs for articulation with the Alberta Apprenticeship and Trade Certification programs.



### 3 Credit Requirements for Graduation

Students in any diploma route may wish to obtain credits in diploma examination courses other than those required for graduation. To obtain credits in these courses, students shall write the appropriate diploma examination regardless of which graduation credential they wish to receive.

#### a Students Who Entered Grade 10 Prior to the 1988-89 School Year

##### i. The General High School Diploma (Prior to 1988-89)

Subject	Credits (minimum)	Course(s) (minimum)	Required Course	Diploma Exam
English	15	3	Eng 30 or 33	Yes
Français	15	3	Fran 30	Yes
Social Studies/ Études Sociales	10	2	Soc St/Ét Soc 10 or 13	No
Mathematics/ Mathématiques	5	1	Not specified	No
Science/Science	3	1	Not specified	No
Physical Education/ Éducation Physique	2	1	Phys Ed/Éduc Phys 10	No
A minimum of two Grade 12-level courses other than English	10	2		No
45 Specified Credits		55 Unspecified Credits		

The General High School Diploma is awarded to a student who has earned 100 credits, subject to the following requirements:

1. English/Français—a minimum of 15 credits, 5 of which shall be in English 30, English 33 or Français 30. Students in francophone programs may present Français 30 as a diploma requirement, but must also present either English 30 or English 33. Français 10-20-30 replaced Langue et littérature 10-20-30 as of September 1989.
2. Social studies and social sciences—a minimum of 10 credits, 5 of which shall be earned in Social Studies 10 or 13. Students who entered Grade 10 prior to September 1988 may take Social Studies 10 or 13 and a minimum of 5 social science credits to satisfy their high school requirements.
3. Mathematics—a minimum of 5 credits.
4. Science—a minimum of 3 credits.
5. Physical Education—a minimum of 2 credits. See page 34 for individual or class exemption criteria.
6. Grade 12 courses—in addition to the requirement in 1 above, students must present a minimum of 10 credits in at least two Grade 12 courses. Students who use Français 30 as a diploma requirement must present English 30 or 33 as one of the required Grade 12-level courses. The Grade 12-level course requirements may also be met by 30-level "a" and "b" courses (e.g., Industrial Education 30a and 30b).



## ii. The Advanced High School Diploma (Prior to 1988-89)

<b>Cate- gory</b>	<b>Subject</b>	<b>Credits (minimum)</b>	<b>Course(s) (minimum)</b>	<b>Required Course</b>	<b>Diploma Exam</b>
<b>A</b>	English	15	3	Eng 30	Yes
	Français	15	3	Fran 30	Yes
	Social Studies/ Études Sociales	15	3	Soc St/Ét Soc 30	Yes
	Mathematics/ Mathématiques	15	3	Math 30	Yes
<b>B</b>	Science/Science	11	3	Biology/Biologie 30 or Chemistry/Chimie 30 or Physics/Physique 30	Yes Yes Yes
	Physical Education/ Éducation Physique	2	1	Phys Ed/Éduc Phys 10	No
			58 Specified Credits	42 Unspecified Credits	

The Advanced High School Diploma is awarded to a student who:

1. satisfies the course and credit requirements for a General High School Diploma, and
2. earns credits in English 30/Français 30 (students in francophone programs may present Français 30 as a diploma requirement, but must also present English 30), and
3. earns at least 15 credits in social studies, including Social Studies 30, and
4. earns at least 15 credits in mathematics, including Mathematics 30, and
5. earns at least 11 credits in science, including ONE of Biology 30, Chemistry 30 or Physics 30.

An Award of Excellence shall be granted to a student who qualifies for the Advanced High School Diploma with not less than 65% in any one of the four required diploma examination courses, and an overall average of 80% or higher in those courses. This Award of Excellence will be noted on the student's Advanced High School Diploma.



**b Students Who Entered Grade 10 in the 1988-89 School Year**

**Δ** There will be no Social Studies 33 diploma examination in 1991-92. Examination development has been delayed.

**i. The General High School Diploma 1988-89**

Subject	Credits (minimum)	Course(s) (minimum)	Required Course	Diploma Exam
English	15	3	Eng 30 or 33	Yes
Français	15	3	Fran 30	Yes
Social Studies/ Études Sociales	15	3	Soc St/Ét Soc 30 Soc St/Ét Soc 33	Yes Delayed
Mathematics/ Mathématiques	5	1	Not specified	No
Science/Science	6	2	Not specified	No
Physical Education/ Éducation Physique	3	1	Phys Ed/Éduc Phys 10	No
Career and Life Management/ Carrière et Vie	3	1	CALM/Carrière 20	No
A minimum of two Grade 12-level courses other than English and Social Studies	10	2		No
57 Specified Credits		43 Unspecified Credits		

The General High School Diploma is awarded to a student who has earned 100 credits, subject to the following requirements:

1. English/Français—a minimum of 15 credits, 5 of which shall be in English 30, English 33 or Français 30. Students in francophone programs may present Français 30 as a diploma requirement, but must also present either English 30 or English 33. Français 10-20-30 replaced Langue et littérature 10-20-30 as of September 1989.
2. Social Studies—a minimum of 15 credits, including either Social Studies 30 or 33.
3. Mathematics—a minimum of 5 credits. (As of September 1989, Mathematics 14 replaced Mathematics 15.)
4. Science—a minimum of 6 credits. (As of September 1989, Science 14 replaced Science 11 and Science 24 is available.)
5. Physical Education—a minimum of 3 credits. See page 34 for individual or class exemption criteria.
6. Career and Life Management—a minimum of 3 credits.
7. Grade 12 courses—in addition to the requirements in 1 and 2 above, students must present a minimum of 10 credits in at least two Grade 12 courses. Students who use Français 30 as a diploma requirement must present English 30 or 33 as one of the required Grade 12-level courses. The Grade 12-level course requirements may also be met by 30-level "a" and "b" courses (e.g., Industrial Education 30a and 30b). One 36-level course (10 credits) from any occupational family will be accepted for students transferring from the Integrated Occupational Program to the General High School Diploma Program.



## ii. The Advanced High School Diploma 1988-89

<b>Cate- gory</b>	<b>Subject</b>	<b>Credits (minimum)</b>	<b>Course(s) (minimum)</b>	<b>Required Course</b>	<b>Diploma Exam</b>
<b>A</b>	English	15	3	Eng 30	Yes
	Français	15	3	Fran 30	Yes
	Social Studies/ Études Sociales	15	3	Soc St/Ét Soc 30	Yes
	Mathematics/ Mathématiques	15	3	Math 30	Yes
<b>B</b>	Science/Science	11	3	Biology/Biologie 30 or Chemistry/Chimie 30 or Physics/Physique 30	Yes Yes Yes
<b>C</b>	Second Languages, Practical Arts or Fine Arts	10	2	See pages 25 and 26 for approved Category C courses.	No
	Physical Education/ Éducation Physique	3	1	Phys Ed/Éduc Phys 10	No
	Career and Life Management/ Carrière et Vie	3	1	CALM/Carrière 20	No
	72 Specified Credits		28 Unspecified Credits		

The Advanced High School Diploma is awarded to a student who:

1. satisfies the course and credit requirements for a General High School Diploma, and
2. earns credits in English 30/Français 30 (students in francophone programs may present Français 30 as a diploma requirement, but must also present English 30), and
3. earns at least 15 credits in social studies, including Social Studies 30, and
4. earns at least 15 credits in mathematics, including Mathematics 30, and
5. earns at least 11 credits in science, including ONE of Biology 30, Chemistry 30, or Physics 30, and
6. earns at least 10 credits in Category C courses (see pages 25 and 26 for approved Category C courses).

An Award of Excellence shall be granted to a student who qualifies for the Advanced High School Diploma with not less than 65% in any one of the four required diploma examination courses, and an overall average of 80% or higher in those courses. This Award of Excellence will be noted on the student's Advanced High School Diploma.



**c Students Who Entered Grade 10 in the 1989-90 School Year**

**Δ There will be no Social Studies 33 diploma examination in 1991-92. Examination development has been delayed.**

**i. The General High School Diploma 1989-90**

Subject	Credits (minimum)	Course(s) (minimum)	Required Course	Diploma Exam
English	15	3	Eng 30 or 33	Yes
Français	15	3	Fran 30	Yes
Social Studies/ Études Sociales	15	3	Soc St/Ét Soc 30 Soc St/Ét Soc 33	Yes Delayed
Mathematics/ Mathématiques	8	2	Not specified	No
Science/Science	8	2	Not specified	No
Physical Education/ Éducation Physique	3	1	Phys Ed/Éduc Phys 10	No
Career and Life Management/ Carrière et Vie	3	1	CALM/Carrière 20	No
A minimum of two Grade 12-level courses other than English and Social Studies	10	2		No
62 Specified Credits		38 Unspecified Credits		

The General High School Diploma is awarded to a student who has earned 100 credits, subject to the following requirements:

1. English/Français—a minimum of 15 credits, 5 of which shall be in English 30, English 33 or Français 30. Students in francophone programs may present Français 30 as a diploma requirement, but must also present either English 30 or English 33. Français 10-20-30 replaced Langue et littérature 10-20-30 as of September 1989.
2. Social Studies—a minimum of 15 credits, including either Social Studies 30 or 33.
3. Mathematics—a minimum of 8 credits. (As of September 1989, Mathematics 14 replaced Mathematics 15 and as of September 1990, Mathematics 24 replaced Mathematics 25.)
4. Science—a minimum of 8 credits. (As of September 1989, Science 14 replaced Science 11 and Science 24 is available.)
5. Physical Education—a minimum of 3 credits. See page 34 for individual or class exemption criteria.
6. Career and Life Management—a minimum of 3 credits.
7. Grade 12 courses—in addition to the requirements in 1 and 2 above, students must present a minimum of 10 credits in at least two Grade 12 courses. Students who use Français 30 as a diploma requirement must present English 30 or 33 as one of the required Grade 12-level courses. The Grade 12-level course requirements may also be met by 30-level "a" and "b" courses (e.g., Industrial Education 30a and 30b). One 36-level course (10 credits) from any occupational family will be accepted for students transferring from the Integrated Occupational Program to the General High School Diploma Program.

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- ii. **The Advanced High School Diploma 1989-90**  
No change from the 1988-89 requirements.
- 

**d Students Who  
Entered Grade  
10 in the  
1990-91 School  
Year**

- i. **The General High School Diploma 1990-91**  
No change from the 1989-90 requirements.
- ii. **The Advanced High School Diploma 1990-91**  
No change from the 1988-89 requirements.



### iii. The Certificate of Achievement 1990-91

As of September 1990-91, students may earn credits toward the Certificate of Achievement. Certificates of Achievement will be awarded to successful graduates of the Integrated Occupational Program as of June 1993. To qualify for a Certificate of Achievement, students must earn a minimum of 80 credits, 67 of which are to be specified credits as follows:

Subject	Credits (minimum)	Course(s) (minimum)	Eligible Courses and Credits <sup>①</sup>	Diploma Exam
English	9	3	Eng 16(3) 26(3) 36(3) or Eng. 16(3) 26(3) 23(5)	No
Social Studies	6	2	Soc St 16(3) 26(3) or Soc St 13(5)	No
Mathematics	3	1	Math 16(3) or Math 14(5)	No
Science	3	1	Science 16(3) or Science 14(5)	No
Physical Education <sup>②</sup>	3	1	Phys Ed 10(3,4,5)	No
Career and Life Management	3	1	CALM 20(3,4,5)	No
Courses selected from the Occupational Clusters <sup>③</sup>	40	5	Occupational Courses Grade 10 (16-level) - minimum of 10 credits  • Agribusiness • Business and Office Operations • Construction and Fabrication • Creative Arts • Natural Resources • Personal and Public Services • Tourism and Hospitality • Transportation  Grade 11 (26-level) - minimum of 20 credits  Grade 12 (36-level) <sup>④</sup> - minimum of 10 credits	No
67 Specified Credits			13 Unspecified Credits	

① Credits are indicated in parentheses.

② Components of the Physical Education 10 requirements may be waived on the recommendation of the principal, for good and sufficient medical or religious reasons. When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grades 11 or 12. See page 34 for individual or class exemption criteria.

③ One 36-level course from any occupational cluster will be accepted for transferring from the Integrated Occupational Program to the General High School Diploma Program.

④ 36-level IOP courses are available only to approved field validation schools in 1991-92.

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**e**

**Students Who  
Enter Grade 10  
in the 1991-92  
School Year**

- i. The General High School Diploma 1991-92**  
No change from the 1989-90 requirements.
- ii. The Advanced High School Diploma 1991-92**  
No change from the 1988-89 requirements.
- iii. The Certificate of Achievement 1991-92**  
No change from the 1990-91 requirements.



**f Students Who Will Enter Grade 10 in the 1992-93 School Year**

- i. **The General High School Diploma 1992-93**  
No change from the 1989-90 requirements.
- ii. **The Advanced High School Diploma 1992-93**

Category	Subject	Credits (minimum)	Course(s) (minimum)	Required Course	Diploma Exam
<b>A</b>	English	15	3	Eng 30	Yes
	Français	15	3	Fran 30	Yes
	Social Studies/ Études Sociales	15	3	Soc St/Ét Soc 30	Yes
	Mathematics/ Mathématiques	15	3	Math 30	Yes
<b>B</b>	Science/Science	15	3	Science 30 or	Yes
				Biology/Biologie 30 or	Yes
				Chemistry/Chimie 30 or	Yes
				Physics/Physique 30	Yes
<b>C</b>	Second Languages, Practical Arts or Fine Arts	10	2	See pages 25 and 26 for approved Category C courses	No
	Physical Education/ Éducation Physique	3	1	Phys Ed/Éduc Phys 10	No
	Career and Life Management/ Carrière et Vie	3	1	CALM/Carrière 20	No
	76 Specified Credits		24 Unspecified Credits		

- The Advanced High School Diploma is awarded to a student who:**
1. satisfies the course and credit requirements for a General High School Diploma, and
  2. earns credits in English 30 or Français 30, and
  3. earns at least 15 credits in social studies, including Social Studies 30, and
  4. earns at least 15 credits in mathematics, including Mathematics 30, and
  5. earns at least 15 credits in science, including ONE of Science 30, Biology 30, Chemistry 30 or Physics 30, and
  6. earns at least 10 credits in Category C courses (see pages 25 and 26 for approved Category C courses).

An Award of Excellence shall be granted to a student who qualifies for the Advanced High School Diploma with not less than 65% in any one of the four required diploma examination courses, and an overall average of 80% or higher in those courses. This Award of Excellence will be noted on the student's Advanced High School Diploma.

- iii. **The Certificate of Achievement 1992-93**  
No change from the 1990-91 requirements.



## 4 Courses Eligible for Category C

The purpose of Category C is to ensure that students in the Advanced High School Diploma route have an opportunity to extend and refine their intellectual and practical skills in areas of learning that are not part of the core program. Category C was defined in **Secondary Education in Alberta** (1985) and revised in June 1989. The courses that have been identified as eligible for Category C fall within the languages, fine arts, practical arts and physical education, and are courses that:

- have defined content (special projects and work experience are therefore excluded)
- offer the opportunity to expand personal interests, abilities or career aspirations
- broaden the students' learning beyond that encompassed by Categories A and B (courses required by either of the A and B categories are therefore excluded). Category A and Category B courses are specified in the Advanced High School Diploma charts provided on pages 16 to 24.

The Category C requirement applies to Advanced High School Diploma students entering Grade 10 as of the 1988-89 school year. Revisions to the Category C requirement, as distributed in June 1989, and reflected here, apply retroactively to students who entered Grade 10 in the 1988-89 school year.

**Students must earn at least 10 Category C credits for an Advanced High School Diploma.**

Courses may be selected from the 10, 20 or 30 levels. The courses may be part of one or more course sequences, or in combination or sequence when prerequisites are applicable. Students may select a combination of 3-, 4- or 5-credit courses to complete the 10-credit requirements. Students are not required to earn credits in an approved course sequence that culminates at the Grade 12 level.

The following courses are eligible to meet the Category C requirement:

### a Second Languages

English 10-20-30 <sup>①</sup>	German 10-20-30-31
French Language Arts 10-20-30	Italian 10-20-30
Ukrainian Language Arts 10-20-30	Latin 10-20-30
French 10-20-30	Spanish 10-20-30
French 10S-20S-30S	Ukrainian 10-20-30
French 10N-20N-30N	Ukrainian 10S-20S-30S

<sup>①</sup> Students in francophone programs may present Français 30 as a Category A diploma requirement. For these students, the Category C requirement is English 10-20-30. French immersion students may apply French Language Arts 10-20-30 toward the Category C requirement.



<b>b</b>	<b>Fine Arts</b>	Art 10-20-30 Art 11-21-31 Drama 10-20-30	Music 10-20-30 Music 11-21-31 Music 12
<b>c</b>	<b>Business Education</b>	Law 20-30 Accounting 10-20-30 Computer Processing 10-20-30 Computer Literacy 10 Marketing 20-30 Basic Business 20-30 Business Education 10-20-30 Record Keeping 10	Business Communications 20 Business Calculations 20 Office Procedures 20-30 Shorthand 20-30 Typewriting 10-20-30 Dicta Typing 20 Word Processing 30
<b>d</b>	<b>Home Economics</b>	Clothing and Textiles 10-20-30 Personal Living Skills 10-20-30	Food Studies 10-20-30
<b>e</b>	<b>Industrial Education</b>	Industrial Education 10-20-30 Production Science 30 Building Construction 12-22-32 Machine Shop 12-22-32 Piping 12-22-32 Sheet Metal 12-22-32 Welding 12-22-32 Electricity-Electronics 12 Electricity 22-32 Electronics 22-32 Visual Communications 12-22-32	Drafting 12-22-32 Graphic Arts 22-32 Drafting 10-20 Horticulture 12-22-32 Mechanics 12 Related Mechanics 22-32 Automotives 22-32 Auto Body 12-22-32 Beauty Culture 12-22-32 Food Preparation 12-22-32 Health Services 12-22-32
<b>f</b>	<b>Physical Education</b>	Physical Education 20-30	
<b>g</b>	<b>Locally Developed Courses</b>	<p>Locally developed courses in languages other than English, the fine arts and the practical arts may be accepted for Category C status.</p> <p>Requests for Category C designation for locally developed courses in fine arts and practical arts shall be submitted to the <b>Curriculum Branch</b>, or, for languages other than English, to the <b>Language Services Branch</b>. Submissions should be received before April 30 for implementation in the first semester of the following school year, or by October 31 for implementation in the second semester of the same school year.</p> <p>In developing/acquiring instructional materials, the local school authority should take into account such development or selection criteria as curriculum fit, criteria for promoting tolerance and understanding, appropriateness for child developmental levels, and criteria for instructional design.</p> <p>For additional information, refer to the Locally Developed Senior High Course Policy in the <b>Alberta Education Policy Manual</b>, available from the <b>Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9</b> (Telephone 427-2767, Fax 422-9750).</p>	



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# Programming

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# PROGRAMMING:

## Senior High School Programming



### 1 School Organization

#### Δ Definition of a credit

School jurisdictions are to develop methods of school organization that best meet the needs of their students. For instance, jurisdictions are encouraged to adopt alternatives to the current Carnegie Unit organizational model where the alternatives are in the best interests of individual students.

A credit at the high school level represents course specific knowledge, skills and attitudes. Most students can achieve a credit with approximately 25 hours of instruction. It is recognized that some students can acquire the knowledge, skills and attitudes specified for a credit in the course of studies in less than 25 hours, while others will require more time.

Any method of delivery must ensure that each student has access to at least 25 hours of instruction per high school credit for courses other than a 3-credit course. For a 3-credit course a student shall have access to at least 62.5 hours of instruction. Schools are required to ensure that students have access to 1000 hours of instruction per year. Instructional time is defined as time scheduled for purposes of instruction, examinations, and other student activities where direct student-teacher interaction and supervision are maintained.

When methods of delivery of the required course content vary from the time-credit model of organization, the method shall ensure that the student may successfully meet local or provincial evaluation criteria. Any alternative method of organization shall be indicated under "special circumstances" on the School Program Plan and be approved by Alberta Education.



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## 2 Program Organization

Priority should be given to offering a high school program that enables students to:

- meet diploma requirements (see pages 16 to 24)
- earn a minimum of 100 credits in three years
- enter postsecondary institutions or to seek employment
- have some opportunity to take complementary courses.

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## 3 Attendance

Attendance at school is compulsory for eligible students who, as of September 1, are 6 years of age or older and are younger than age 16 [School Act, section 8(1)]. Section 44(3)(b) of the School Act allows local school authorities to make rules respecting the attendance of students at school. Section 7(b) sets out expectations for students' conduct, including regular attendance at school.

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## 4 Numbering Systems of High School Courses

Senior high course numbers designate the grade level and level of academic challenge. Grade 10 courses are designated by the numbers 10 to 19, Grade 11 courses by the numbers 20 to 29, and Grade 12 courses by the numbers 30 to 39.

The 10-20-30 courses are generally those with the greatest academic challenge. The 11-21-31 courses are at the same level of academic challenge as 10-20-30 courses, but extend the learning opportunities in the subject area. The 13-23-33 courses are less academic and more practical than 10-20-30 courses; 14-24 courses are more practical still. The 12-22-32 numbers generally designate industrial education courses with a strong vocational content. Courses designated 15-25-35 are locally developed. The numbers 16-26-36 indicate Integrated Occupational Program courses.

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## 5 Letter Gradings and Percentages

Marks should be submitted to Alberta Education in percentages.

Evaluations of course work completed in schools outside of Alberta recognized by the Minister shall, whenever possible, be reported in percentages that conform to the Alberta scale. The Alberta scale is:

Letter Grading	Range in Scales
A	80 - 100
B	65 - 79
C	50 - 64
F	0 - 49

The Rutherford Scholarship Fund for High School Achievement requires achievement in completed courses and evaluations to be reported in percentages, where possible. Subjects in which achievement is reported by letter grade will not be considered in the calculation of averages by the scholarship fund administrators.



## **6** Extension Programs

Extension programs in senior high education may be offered by boards, accredited private schools, Alberta vocational colleges, and private and public colleges. The school extension programs include:

- day extension or continuing education programs for those 20 years of age or over, in regular high school programs
- day extension for adults in adult high school programs
- evening Grades 10-12 level adult education programs
- summer school Grades 1-12 level education programs.

Further information is provided in the **Alberta Education Policy Manual**.

The requirements noted in this handbook apply to all schools offering senior high school extension courses for credit.

Those boards, centres or institutions that operated extension programs during the preceding school year will receive the information and materials required for the continued operation of such programs. Those that did not operate extension programs during the preceding school year, but wish to do so, may obtain the required information from the appropriate **Director, Regional Office of Education**.

# PROGRAMMING:

## Information Regarding Various Courses and Programs



### 1 Additional Course Information

#### a Agriculture 10-20-30

No provincial program of studies is available for Agriculture 10, 20 and 30. These courses may be developed as extensions of the complementary Junior High Agriculture: Land and Life courses.

This series of courses is NOT acceptable for meeting the science requirement of the General High School Diploma, Advanced High School Diploma or the Certificate of Achievement.

#### b Driver and Traffic Safety Education 10

Certificates for successful completion of Driver and Traffic Safety Education 10 are issued to students by the schools that offer the course. Blank certificates are available from the appropriate Director, Regional Office of Education.

#### c English Language Arts

For students who entered Grade 10 before September 1988, any two of the following courses may constitute the prerequisite for English 30 or English 33:

2141	Communications 21a	(3)
2142	Communications 21b	(3)
2143	Literature 21a	(3)
2144	Literature 21b	(3)



Literature 21a and 21b, and Communications 21a and 21b, will not be accepted as substitutes for English 20 or 23 for students who entered Grade 10 as of September 1988.

Students may earn credit in both English 30 and 33, but not in the same semester.

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**d Industrial Education**

A student wishing to establish a prerequisite to a 22-level course shall take five credits in one of the following:

- i. four modules from related Industrial Education 10-20-30 courses, or
- ii. a 12- or 15-level course in the appropriate vocational program, or
- iii. Practical Arts 15a or 15b. (These courses are each composed of half of two related 10-, 12- or 15-level courses.)

For further information, consult the **Industrial Education Manual for Guidance to Teachers** available from **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

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**e Locally Developed Courses**

Locally developed courses further promote and cultivate the individual interests and abilities of students and foster educational improvement and excellence through innovation at the local level, to meet the unique needs of a local community.

Request for approval to offer senior high courses for credit (initial and revalidations) shall be forwarded to the **Curriculum Branch, Alberta Education** or, for language courses, the **Language Services Branch, Alberta Education** by April 30, for implementation in the first semester of the following school year, or by October 31 for implementation in the second semester of the same school year. For further information on locally developed senior high school courses, refer to the **Alberta Education Policy Manual**.

For a listing of approved locally developed senior high school courses, refer to Appendix III, pages 86 to 88.



## **f** Music – Private Study

When a student requests music credits for private study, a principal may grant five credits for each of Music 10 or 11 (but not both), 20 or 21 (but not both), 30 or 31 (but not both). Music 10, 20 and 30 refer only to singing; Music 11, 21 and 31 refer only to instrumental music.

Credits for work in private music study completed in previous years may be applied to courses in advance of the student's current grade level.

If a student presents an official transcript verifying that he or she has achieved the learner expectations required for the equivalent of Grade 12 credit, the principal shall recommend the awarding of a maximum of 15 credits in music (5 each for Grade 10, Grade 11, and Grade 12), whether or not the student has documentation for all the required components for equivalent credits for Grades 10 and 11.

Similarly, if a student has achieved the learner expectations required for Grade 11 equivalency, the principal shall recommend the awarding of 10 credits in music (5 each for Grade 10 and Grade 11).

The chart on page 33 provides the information necessary for principals to recommend credits for music taken by private study.

The principal shall evaluate the documents, using an evaluation form supplied by the **Information Services Branch**. A copy of the completed evaluation form shall be forwarded to the **Information Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2**. To obtain credit, students must pass both the practical and the theory or harmony components listed in the chart for that grade level. Marks submitted by schools to Alberta Education should be calculated as follows for each grade level:

Practical Component (Grade Level)	- 70% of mark submitted
Other Components (Theory and Harmony)	- 30% of mark submitted

**Δ** Official transcript may be provided by student

**Note:** Principals shall recommend credits only on the basis of official transcripts as issued by the **Western Board of Music**, the **Royal Conservatory of Toronto**, or **Mount Royal College, Calgary** or submitted by the student. Diplomas, photocopies of diplomas, or photocopies of transcripts are themselves insufficient for evaluation purposes.

In those instances where a student does not provide an official transcript for each lower grade level being evaluated, the principal shall report a mark of "P" or "pass", not a percentage score, when recommending the award of retroactive credits.



**CHART SHOWING COURSES IN WHICH CREDITS MAY BE  
RECOMMENDED FOR MUSIC TAKEN BY PRIVATE STUDY**

Revised 1990

		<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Western Board of Music</b>	Singing <sup>①</sup>	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Electronic Organ, Pipe Organ, Organ	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Piano, Strings <sup>②</sup>	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Woodwind, <sup>③</sup> Brass, <sup>④</sup> Percussion, Recorder	Grade 3 + Theory II	Grade 5 + Theory III	Grade 7 + Theory IV
<b>Royal Conservatory of Toronto</b>	Singing <sup>①</sup>	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II + Harmony III
	Piano, Strings, <sup>②</sup> Accordion, Guitar	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II + Harmony III
	Woodwind, <sup>③</sup> Brass, <sup>④</sup> Percussion, Recorder	Grade 4 + Theory I	Grade 6 + Theory III	Grade 8 + Theory II + Harmony III
<b>Mount Royal College, Calgary</b>	Singing <sup>①</sup>	Grade 4 + Theory I	Grade 6 + Theory II	Grade 8 + Theory II + Harmony III
	Piano, Strings <sup>②</sup>	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II + Harmony III
	Woodwind, <sup>③</sup> Brass, <sup>④</sup> Percussion	Grade 6 + Theory I	Grade 7 + Theory II	Grade 8 + Theory II + Harmony III

① All singing courses count as Music 10, 20 or 30 respectively for high school credits. All others are to be used for Music 11, 21 or 31 respectively.

② Strings include violin, viola, violoncello and double bass only.

③ Woodwind includes flute, oboe, bassoon, clarinet and saxophone only.

④ Brass includes trumpet, horn (French horn), trombone, euphonium and tuba only.

## **g Physical Education – Exemptions**

As an integral part of the well-balanced physical education program, each of the seven dimensions of the program includes activities selected to contribute to the development of the physically educated individual.

In the following specified circumstances, however, exemptions may be warranted:

CATEGORY	CONDITIONS FOR EXEMPTION	PROCEDURES AND APPROVAL PROCESS	ALTERNATIVE EXPERIENCES
INDIVIDUAL	Religious beliefs	<ul style="list-style-type: none"> <li>Statement in writing from parent to principal.</li> </ul>	<ul style="list-style-type: none"> <li>When exemption is granted, alternative activities consistent with the goals and objectives of the physical education program should be substituted where practicable.</li> </ul>
INDIVIDUAL	Medical	<ul style="list-style-type: none"> <li>Certification to principal by medical practitioner with statement of activities to be avoided.</li> </ul>	
CLASS	Access to facilities	<ul style="list-style-type: none"> <li>Initiated by local school authority or parent.</li> <li>Approved by local school authority.</li> <li>Exemption shall be registered on the School Program Plan and approved by Alberta Education Regional Office serving the area.</li> </ul>	

When a Grade 10 student is unable to meet the requirement for Physical Education 10 for medical reasons, every effort should be made to meet this requirement in Grades 11 or 12.

Notice of a student's exemption from Physical Education 10 must be reported by the principal, in writing, to the **Information Services Branch, 11160 – Jasper Avenue, Edmonton, Alberta, T5K 0L2**, immediately prior to the student's anticipated graduation date.

Even though students are exempted from the Physical Education 10 requirement, they must still present the total number of credits required for graduation.

## **h Religious Studies**

Religious Studies may be offered at the discretion of the local school authority under section 33 of the **School Act**. For further information, see the policy on Locally Developed Religious Studies Courses in the **Alberta Education Policy Manual**, available from the **Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).



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## **i** Second Languages

Courses in second languages are available at several levels of proficiency. Senior high school courses in second languages with a designation of 10 are intended for students beginning the study of a second language. Students following the 1980 six-year programs in French and Ukrainian should be registered in 10S, and students following the 1980 nine-year French program should be registered in 10N.

Principals may recommend credit in French 30 for students who have successfully completed one of French 20S, French 20N or French Language Arts 20 (previously Langue et littérature 20). In such cases, the student's mark is to be submitted for French 30 only. This provision is under review.

For students in francophone programs or schools, Français 10-20-30 has replaced the former Langue et littérature course sequence. For French immersion students, French Language Arts 10-20-30 has replaced the former Langue et littérature sequence.

Locally developed courses in other second languages are also available (see Appendix III). Contact the **Language Services Branch** at 427-2940 for further information.

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## **j** Social Studies

For students who entered Grade 10 as of September 1988, social science courses will not be accepted as substitutes for social studies credit requirements.

For students who entered Grade 10 before September 1988:

- Social science courses may be applied toward the social studies credits required for graduation.
- High school requirements may be satisfied by successfully completing Social Studies 10 or 13 and Social Studies 20 or 23, or by taking Social Studies 10 or 13 and a minimum of five credits in the social sciences.
- Social Studies 20 is the preferred prerequisite for Social Studies 30.

**Δ** New

Students may earn credits in both Social Studies 30 and 33 but may not take them in the same semester.

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## **k** Social Sciences

Though none of the social science options has been designated as a 10-level course, principals may allow Grade 10 students to enrol in any of the 20-level social science options. Similarly, principals may allow Grade 11 students to enrol in 30-level social science courses.

Some faculties will accept two of the 30-level social science courses for purposes of university entrance. Principals or counsellors are encouraged to consult university calendars and contact pertinent faculties before advising students to include such courses in their programs.

**Note:** Law 20 and Law 30 are business education courses, not social science courses.

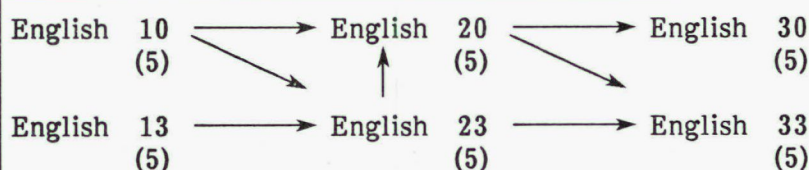


## 2 Recommended Transfer Points

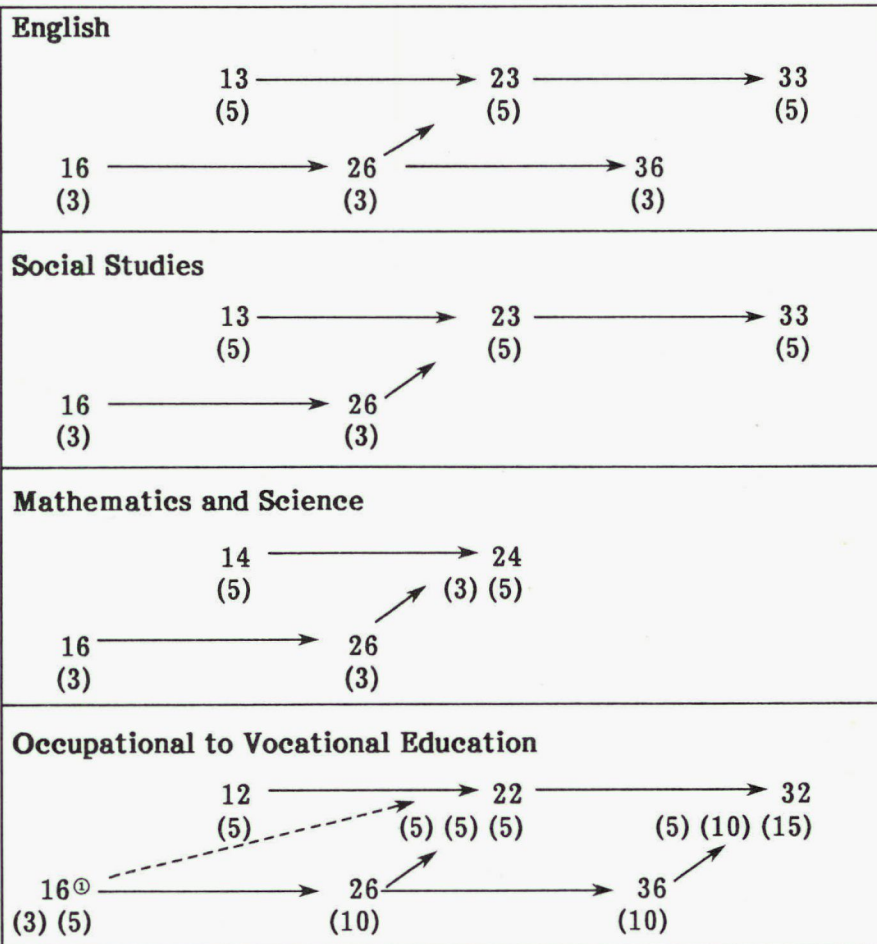
Provincially developed programs are being designed to accommodate transfer between course sequences at particular points. The following transfer points are recommended by Alberta Education for programs that will be in effect as of September 1991. Special circumstances may warrant student transfer at other points in the curriculum.

The local school authority shall have a policy that states clearly the criteria to be met by a student who wishes to change program routes.

### a English Program Recommended Transfer Points



### b Integrated Occupational Program Recommended Transfer Points to the General High School Diploma Program

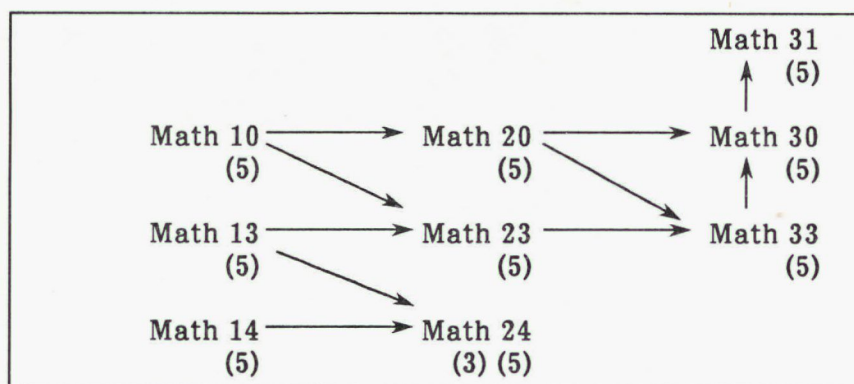


Administrators may refer to the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers** for further information regarding student transfer to the General High School Diploma route. The manual is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

① Transfer from a 16-level occupational course directly to a 22-level vocational education course may be considered where there is course equivalency.

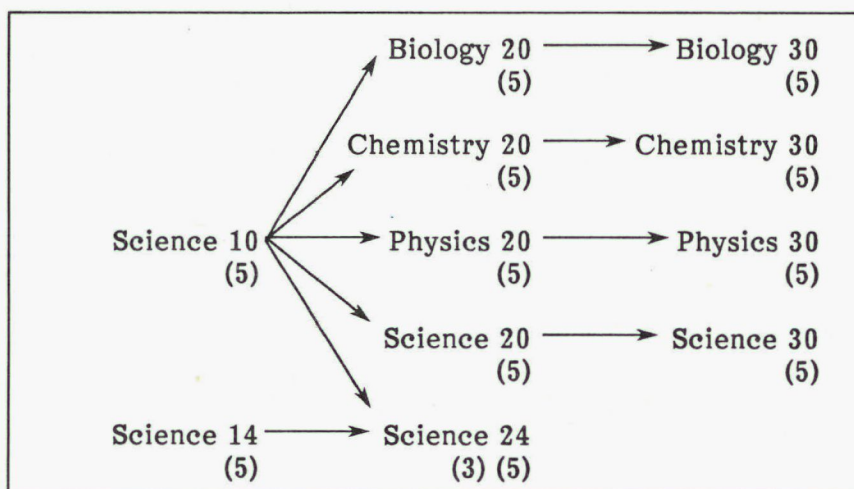


**c Mathematics Program Recommended Transfer Points**

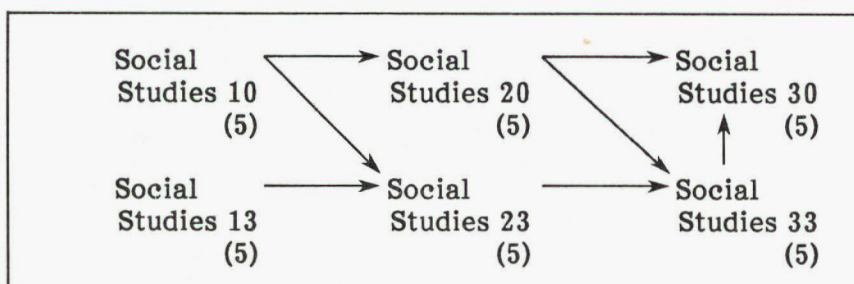


**d Science Program Recommended Transfer Points (1992-93)**

(See Appendix VI)



**e Social Studies Program Recommended Transfer Points**



**3 Instruction in Languages Other than English**

**a Francophone Program**

Section 5 of the **School Act** states that where individuals have rights under section 23 of the Canadian Charter of Rights and Freedoms to have their children receive instruction in French, their children are entitled to receive that instruction in accordance with those rights wherever in the province those rights apply. Such students will be referred to elsewhere in this handbook as "students attending francophone programs or schools". School jurisdictions should consult the Language Education Policy for Alberta in the **Alberta Education Policy Manual**. For further information, please contact the **Language Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 427-0591).



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**b Immersion Program**

According to section 6 of the **School Act**, a board may authorize the use of French or any other language as a language of instruction. School jurisdictions are asked to consult the **Language Education Policy for Alberta**, the **French Language Immersion Regulation** and the **Languages Other than English or French Regulation** contained in the **Alberta Education Policy Manual**. Additional information is available from the **Language Services Branch** at 427-2940.

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**4 Academic-Occupational Program**

**Δ Updated information**

The purpose of the Academic-Occupational Program is to help students who have major difficulty keeping up with their peers in regular school courses. With the approval of their parents, these students may be placed in special classes designed to prepare them for direct entry into an occupation. Parental approval is not required for students age 18 and over or for the independent student. Independent students, as defined in section 1(h) of the **School Act**, are students:

- i. 18 years of age or older, or
- ii. 16 years of age or older and
  - living independently
  - party to an agreement under section 7(2) of the Child Welfare Act, or
  - on behalf of whom a social allowance is issued under section 9(1) of the Social Development Act.

Students and parents should be aware that not all high school courses in the Academic-Occupational Program may earn credits toward a high school diploma.

School jurisdictions wishing to offer the Academic-Occupational Program shall develop a program based on the Alberta Academic-Occupational Program guidelines. Annual approval of the program shall be obtained from the **Director, Regional Office of Education** (or designate) serving the area.

The Academic-Occupational Program will be phased out as of September 1, 1992, and will be replaced by the Integrated Occupational Program. Requests to begin an Academic Occupational Program will not be approved after August 31, 1991.

For further information, please contact the nearest appropriate **Regional Office of Education**.

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**5 Integrated Occupational Program**

**Δ Updated information**

The Integrated Occupational Program (IOP) is a five-year program that begins in the eighth year of schooling and continues through the twelfth year of schooling. Most students entering the senior high IOP will have completed the junior high program.

As of September 1991, the Integrated Occupational Program is available to students in Grades 8, 9, 10 and 11 in jurisdictions that choose to offer the program. The Grade 12 level of the Integrated Occupational Program will be available to senior high schools in 1992-93. Certificates of Achievement will be awarded to successful graduates of the Integrated Occupational Program as of June 1993.

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The program is intended for students who experience difficulties in the regular secondary school program. The academic courses focus on the development of concepts, skills and attitudes necessary for everyday living at home, in their community and on the job. The development in these courses is directed to improving students' capabilities in communication, computation and social relationships. The occupational courses provide the students with the opportunity to apply the concepts, skills and attitudes developed in the academic courses and, at the same time, prepare the students for entry-level job opportunities in eight occupational clusters.

The eight occupational clusters are: **agribusiness, business and office operations, construction and fabrication, creative arts, natural resources, personal and public services, tourism and hospitality, and transportation.** Community partnership is integral to all IOP courses (see page 42, Community Partnerships/Work Experience Programs).

Although academic courses in the Integrated Occupational Program are designated 3-credit courses, schools are encouraged to provide more instructional time than would normally be allocated for a 3-credit course if this will help to ensure student success.

Some students in the Integrated Occupational Program may wish to transfer to the General High School Diploma route. Should this transfer occur, 10 credits in a 36-level course from any occupational cluster will satisfy the two Grade 12 course requirements for the General High School Diploma. Within the senior high school Integrated Occupational Program, transfer may occur following completion of Grade 11. See page 36 for the recommended transfer pattern to the General High School Diploma.

To qualify for funding, jurisdictions must demonstrate that a five-year program is available to students. Agreements between jurisdictions are possible to fulfil this requirement. For example, one jurisdiction may offer the junior high portion of the program, while another jurisdiction offers the senior high portion.

Further information is provided in the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers**, and the **Alberta Education Policy Manual**, available upon written request from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

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## **6** Special Education

Alberta Education makes special provision for the education of exceptional students. Special education support is provided to help school authorities develop programs for students with educational disabilities as well as programs for gifted and talented students. "Exceptional students" are those students who require a different program or an adaptation or modification to the regular school programs.



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For further information regarding special education programs, please contact the **Director, Education Response Centre, 6240 - 113 Street, Edmonton, Alberta, T6H 3L2** (Telephone 422-6326, Fax 422-2039), or the appropriate **Director, Regional Office of Education**.

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**a Program Information**

Provision for exceptional students is made by Alberta Education through a program of studies for special education. Curriculum guides are available in the following categories: educable mentally handicapped, trainable mentally handicapped, dependent handicapped, visually impaired and hearing impaired.

Special education students taking curriculum courses for credit will be expected to meet those course requirements. Where a special education student is unable to attend school for the required hours of instruction, the superintendent shall inform the appropriate **Director, Regional Office of Education**, of the reduction and the circumstances making the reduction necessary.

**Δ Updated information**

**Resources for Special Education and Guidance and Counselling: An Annotated List** (1989) can be requested from the **Education Response Centre - Edmonton, 6240 - 113 Street, Edmonton, Alberta, T6H 3L2** (Telephone 422-6326, Fax 422-2039) or **Education Response Centre - Calgary, Emily Follensbee Centre, 5139 - 14th Street S.W., Calgary, Alberta, T2T 3W5** (Telephone 297-4606, Fax 297-5157).

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**b Education Response Centre**

The **Education Response Centre** provides provincial support in special education, guidance and counselling. It identifies provincial special education needs and designs initiatives to meet the needs of students who are gifted and talented. Further, it is responsible for developing support documents, planning professional development activities, designing special education policies, establishing a reference centre, providing information services, and for operating the Alberta School for the Deaf and Materials Resource Centres for the Visually Impaired.

**Δ Updated information**

The **Education Response Centre** has two offices: The **Education Response Centre - Edmonton** (Telephone 422-6326, Fax 422-2039) and the **Education Response Centre - Calgary** (Telephone 297-4606, Fax 297-5157).

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**c Communication and Information**

The **Education Response Centre** shares information with teachers in standard print form, through two communication networks: ASPEN and the Response Line Services.

- ASPEN, the Alberta Special Education Network, is a province-wide, computer-based information and communications network available to parents, teachers and health and social service professionals who have access to a personal computer, communications software, a modem and a telephone line. For further information, call the ASPEN administrator at 422-6326.



- The Response Line Service is toll-free and provides two services: a message library and response line operators. The message library provides a brief, recorded message on special education programs and services at the local, regional and provincial levels. Response line operators can provide more indepth information, suggest a more appropriate agency or individual, and connect or reconnect with the message library. In Edmonton and local area, call 422-0274; all other locations, dial 0 and ask the long distance operator for Zenith 22262.

## **7** Special Project Credits

Special project credits are designed to recognize work undertaken by students on an individual or small group basis and should not be used as a means of offering credits for unapproved courses. Students may enrol in Special Projects 10, 20 or 30. Special Projects 20 and 30 do not have prerequisites.

### **a** Purpose

Special project credits perform two major functions:

- i. Students become involved in the selection, planning and organization of their own programs.
- ii. Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

### **b** Procedures

Requirements for special project credits are:

- i. Each project shall be carried out under the supervision of a teacher.
- ii. Special project credits shall not be awarded for student activities that would be considered a normal part of extra-curricular or co-curricular activities generally offered by a school (e.g., school team sports, school newspaper, yearbook).
- iii. In instances where a student enrolls in more than one special project, credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased levels of proficiency.
- iv. Students are required to submit a clearly planned proposal to the principal for approval. The proposal should include:
  - a description or outline of the project
  - the number of hours of work expected to complete the project
  - a method by which the project would be carried out
  - a description of the expected result
  - evaluation procedures as outlined by a teacher
  - an expected completion date
  - name of the supervising teacher.



- v. The principal shall retain a copy of each special project proposal until the project is completed.
- vi. The opportunity to earn special project credits shall be available to all students, including those attending an authorized summer school.
- vii. The content of the special project need not be related to a specific school subject.
- viii. If a special project is related to a specific school subject, the content of the project shall be distinct from and in addition to regular course requirements.
- ix. Projects shall be completed and reported to the principal prior to the conclusion of the semester or full term.
- x. Where a project takes a student off campus, the provisions of the Work Experience Education Policy (see **Alberta Education Policy Manual**) shall apply.
- xi. Special project credits may be applied toward the Advanced and General High School Diplomas.
- xii. Students who successfully complete projects are granted three credits for 75 hours of work or five credits for 125 hours of work in any one semester, or full term on the approval of the principal.
- xiii. School jurisdictions shall develop policies to ensure overall consistency and standardization of procedures governing special projects in their schools. Evaluation and reporting procedures should be included in the policy.

## 8 Community Partnerships/ Work Experience Programs

Work experience programs are a major component of the community partnership concept addressed in the policy statement **Secondary Education in Alberta** (1985). They involve co-operative effort by the school and the community to further the student's personal development, career planning, occupational knowledge and skills. Work experience enhances a student's in-school studies with on-the-job experiential learning activities in business, industry, government and community service.

Work experience programs must have the consent of the student's parent or, in the case of a student who is 16 years of age or older, the student and the Minister (section 37 of the **School Act**).

The work experience program of studies has two major components: work study and work experience.

- **Work Study (integrated within a course):** experiential learning activities under the co-operative supervision of the subject area teacher co-ordinator and the employer, and which are undertaken by a student as an integral part of an approved school course.
- **Work Experience 15-25-35 (separate courses for credit):** courses that provide experiential learning activities undertaken by a student as an integral part of a planned school program that is under the co-operative supervision of a teacher co-ordinator and the employer.



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Specific procedures and legislation about work experience programs are provided in the **Work Experience Program: Teacher Resource Manual, Junior and Senior High School** (1990), and the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12340 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

**Δ New information**

Community partnerships addressed in the Integrated Occupational Program are included in the **Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers** (1989) available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).







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# Administration

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# ADMINISTRATION:

## Governance of Education



### 1 The School Act

The **School Act** sets out the legal parameters that govern the education of students in the Province of Alberta. The management, operation and powers of local school authorities are specified by the Act.

The **School Act** gives the Minister the authority to set regulations in particular areas. Regulations provide specificity of matters for which there is regulation-making authority in the Legislation. Regulations have the force and effect of law.

Provincial **policies** outline Alberta Education's position on significant educational issues.

**Procedures** specify how a policy will be administered. They outline mandatory and discretionary activities, responsibilities and funding mechanisms.

The governance of education in Alberta is guided by the following principles:

- policies and procedures rather than rules and regulations will continue to be used for setting educational goals and directions
- the province will continue to provide consistent direction, while encouraging flexibility and local discretion at the local school authority and school level by keeping regulations to a minimum
- nothing in Alberta Education's regulations, policies or procedures can detract from the objectives and underlying principles of the **School Act**.

### 2 The Alberta Education Policy Manual

The **Alberta Education Policy Manual** has been developed for local school authorities, accredited private schools and private ECS operators, for the following purposes:

- to communicate the position of Alberta Education on key issues, and the resultant policies, regulations and procedures
- to help local school authorities and schools gain access to provincial resources.



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Copies of the **Alberta Education Regulations** are available from the **Learning Resources Distributing Centre, 12340 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Schools operate under the direction of the local school authority. All actions undertaken by the principal, as referenced in this handbook, shall be in accordance with local school authority policy. Local policies and procedures shall be consistent with the requirements of Alberta Education.

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### **3 Regulations**

The following sections provide a synopsis of regulations that are relevant to the operation of high schools. For the complete regulations, refer to the **Alberta Education Regulations**. The sections of the **School Act** to which these regulations refer are noted, as well as the regulation number.

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#### **a French Language Immersion**

Section 6(2)  
Alta. Reg. 36/89

This regulation allows a local school board to authorize a French language immersion program by passing a resolution and informing the Minister in writing.

This program is for students who wish to learn French as a second language. The program does not meet the full requirements of students whose parents have section 23 Charter rights.

Notwithstanding section 4 of the **School Act**, the amount of time French is used as the language of instruction in a senior high French immersion program shall be not less than 30% of each school day.

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#### **b Home Education Program**

Section 23(3)  
Alta. Reg. 37/89

This regulation recognizes a parent's right to choose a home education program, provided that the program meets the requirements of the regulation and is under the supervision of a board.

The regulation provides parents with two alternatives with regard to supervision. They may notify their resident board of their desire to educate their child at home, or they may contact a "willing non-resident board" for supervision and notify their resident board.

Provided the parent meets all the criteria for notification in section 2 of the regulation, and the home education program meets all the requirements of section 3 of the regulation, the board shall then supervise the program. A willing non-resident board must notify the resident board if it is supervising the program.

The regulation also provides for the termination of a home education program when the requirements of the regulation are not met.

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<b>c</b>	<b>Languages Other than English or French</b> Section 6(2) Alta. Reg. 38/89	<p>This regulation allows a local school board to authorize, by resolution, a program that offers instruction in a language other than English or French, by informing the Minister in writing.</p> <p>English shall be used as the language of instruction for not less than 50% of the day for each student, or the equivalent amount of time for a semestered program.</p> <p>A board may offer a third language course if English is used for not less than 35% of the day, or an equivalent amount of time in a semestered program.</p> <p>Section 74(2) of the <b>School Act</b> allows a local school board to employ a competent individual to teach a language or culture under the supervision of a certified teacher.</p>
<b>d</b>	<b>Private Schools</b> Section 22(6) Alta. Reg. 39/89	<p>This regulation sets out the requirements for registered and accredited private schools.</p> <p>The application for registration sets out the minimum requirements to be provided for registration and the additional requirements for accreditation.</p>
<b>e</b>	<b>Student Evaluation</b> Section 25(3)(c) Alta. Reg. 40/89	<p>This regulation describes how provincial tests, examinations or other methods of evaluating students' achievement are conducted. It provides for a directive to be issued that will outline Alberta Education's administrative and procedural requirements for evaluating students.</p> <p>The regulation also provides for the eviction of a person from an examination, and the right to appeal such decision; for the security necessary for an evaluation, penalties for violating that security, and an appeal mechanism; and for a review of the results of an evaluation and an appeal of that decision to the Minister.</p>
<b>f</b>	<b>Student Record</b> Section 18(8) Alta. Reg. 213/89	<p>This regulation sets out a list of what the student record (established and maintained by the local school board), shall contain, the length of time it must be retained. It also deals with access to the record.</p>
<b>g</b>	<b>French Language Education</b> Section 5(2)	<p>This regulation, still under development, addresses the right to a French language education in accordance with section 23 of the <b>Canadian Charter of Rights and Freedoms</b>.</p>

## **4 Provincial Policies**

The **Alberta Education Policy Manual** contains provincial policies that affect the operation of schools. It is available from the **Learning Resources Distributing Centre, 12340 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750). The following policies are particularly relevant to senior high school:

<b>a</b>	<b>Education Programs</b>	<b>Policy</b>	<b>Document Number</b>
		Delivery of Basic Education and Instruction	
		Public and Separate Schools	02-01-01
		Early Childhood Services	02-01-02
		Private Schools	02-01-03
		Home Education	02-01-04
		Extension	02-01-05
		Native Education Projects	02-01-06
		Controversial Issues	02-01-07
		Special Education Services	
		Special Education	02-02-01
		Education and Training of Adults with Special Needs	02-02-02
		Students in Institutions	02-02-03
		Resident Students of Government	02-02-04
		Official and Other Languages	
		French as a Second Language and French Immersion Programs	02-03-01
		Languages Other than English or French	02-03-02
		English as a Second Language	02-03-03
		Practical Arts	
		Academic-Occupational	02-04-01
		Integrated Occupational	02-04-02
		Vocational Education	02-04-03
		Off-Campus Vocational Education	02-04-04
		Work Experience Education	02-04-05
		Community, National and International Education	
		Community Schools	02-05-01
		Resources	
		Materials Resource Centre	02-06-01
		Regional Resource Centres	02-06-02
		School Libraries	02-06-03
<b>b</b>	<b>Referrals and Appeals</b>	Special Needs Tribunal	03-01-01
		Attendance Boards	03-02-01
		Review by the Minister	03-03-01
<b>c</b>	<b>Provincial Monitoring, Evaluating and Auditing</b>	Student Evaluation	04-01-01
		Teacher Evaluation	04-02-01
		Program, School and School System	04-03-01



	<i>Policy</i>	<i>Document Number</i>
<b>d</b>	<b>Operations Management</b>	
	Certification of Teachers	
	Practice Review of Teachers	05-05-01
	Superintendent of Schools	05-06-01
	Local Program and Course Approval	
	Locally Developed Senior High School Courses	05-07-01
	Locally Developed Religious Studies Courses	05-07-03
<b>e</b>	Ministerial Approval of Courses, Education Programs, or Instructional Material	05-07-04
	<b>School Finance</b>	
	School Funding	06-01-01
	Basic Learning Resources Acquisition	06-02-01
<b>f</b>	Secondary Education Implementation Credit Allocation Grant	06-03-01
	<b>Communicating Education Results</b>	
	Annual Education Report	07-01-01
<b>g</b>	<b>Ministerial Orders and Directives</b>	
	Goals of Education	08-01-01
	Goals of Schooling	08-02-01
	Desirable Personal Characteristics	08-03-01
	Information Bulletin on Human Sexuality Education	08-04-01
	Information Bulletin on AIDS	08-05-01

## **5** **Handbooks and Bulletins**

Handbooks and bulletins are developed to assist local school authorities, administrators and teachers to implement the objectives and underlying principles of the **School Act**.

There are three handbooks available: the **Elementary School Handbook (ECS to Grade 6)**, the **Junior High School Handbook** and the **Senior High School Handbook**.

The following bulletin and reports are produced each year by the **Student Evaluation Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2**:

**General Information Bulletin - Grade 12 Diploma Examinations Program**  
**Provincial Report - Diploma Examinations Program, January Administration**  
**Provincial Report - Diploma Examinations Program, June Administration**

# ADMINISTRATION:

## Instructional Delivery



### 1 Programs of Study

A course or a program of studies is issued under the authority of the Minister under section 25 of the **School Act**. It outlines the mandatory requirements of the course or program. Courses or programs of study that are under development will contain the following components:

- Philosophy and Rationale
- General Learner Expectations
- Specific Learner Expectations.

#### Δ Senior High Program of Studies Revised

The Senior High Schools Programs of Study document has been revised and reprinted. This and other programs of study are indicated in the **Alberta Education Publication List** and are available from the **Learning Resources Distributing Centre, 12340 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

### 2 Curriculum Support Resources for Teachers

The provision of curriculum support is a responsibility shared by local school authorities and Alberta Education. Materials and activities are designed to help teachers implement the course or program of studies. Support materials include both print and non-print items; support activities include orientation sessions and/or workshops. Information about curriculum support materials and activities is available from the **Curriculum Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2984, Fax 422-3745).



### 3 Student Learning Resources

Alberta Education approves student learning resources that fall into two categories: basic and support.

Basic learning resources and a number of support learning resources are available from the **Learning Resources Distributing Centre**.

Information about each learning resource carried by the **Learning Resources Distributing Centre** is included in the **Buyers Guide** and its supplements. Bibliographical data, price, grade level, author and publisher are referenced. The **Buyers Guide** is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

A 25% subsidy is applicable to basic learning resources that are purchased from the **Learning Resources Distributing Centre** by eligible or approved school authorities.

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#### a Basic Student Learning Resources

Basic student learning resources are those resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of the course(s), substantial components of the course(s), or the most appropriate for meeting general learner expectations across two or more grade levels, subject areas, or programs as outlined in provincial programs of study. These may include any resource format; e.g., print, computer software, manipulatives or video.

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#### b Support Student Learning Resources

Support student learning resources are those resources authorized by Alberta Education to assist in addressing some learner expectations of the course(s) or components of the course(s); or to assist in meeting the learner expectations across two or more grade levels, subject areas, or programs as outlined in the provincial programs of study. These may include any resource format; e.g., print, computer software, manipulatives or video.

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#### c Locally Developed/Acquired Student Learning Resources

Δ New section

A local school authority may develop or acquire instructional materials for use in programs or in schools under section 44(2)(a.1) and in accordance with section 25(1)(d) of the **School Act**.

In developing/acquiring instructional materials, the local school authority should take into account such criteria as curriculum fit, criteria for promoting tolerance and understanding, appropriateness for child developmental levels, and criteria for instructional design.

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#### d Learning Resources for the Visually Impaired

Δ New section

The Materials Resource Centres (MRC) for the Visually Impaired in Edmonton and Calgary provide alternative format and curriculum materials (e.g., braille, large print and audiotape) as well as equipment for visually impaired students. For further information contact: **Materials Resource Centre for the Visually Impaired - North, Main Floor, Edwards Building, 10053 - 111 Street, Edmonton, Alberta, T5K 2H8** (Telephone 427-4681, Fax 427-6683), or **Materials Resource Centre for the Visually Impaired - South, 15, 525 - 28 Street S.E., Calgary, T2A 6X1** (Telephone 297-4378, Fax 297-4365).



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## **4 Alberta Correspondence School**

The **Alberta Correspondence School** can enhance local educational programs by providing instruction to students for whom classroom instruction cannot be provided in desired subjects.

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### **a Registration and Fees**

Students under 16 years of age who are attending a school operated by a local school authority must obtain the approval of the superintendent, principal or designate, before registering in **Alberta Correspondence School** courses. Students age 16 and over who enrol directly in **Alberta Correspondence School** courses are responsible for paying their own registration fees.

Registration fees for students who are directed to enrol in **Alberta Correspondence School** courses are the local school authority's responsibility. This applies to students of all ages.

Students who are living in unorganized territories or who temporarily reside outside of Alberta may apply directly to the **Alberta Correspondence School**. Alberta Education will assume the registration fees for Alberta students who are under 19 years of age and living in unorganized territories.

### **Δ Updated information**

Students younger than 19 years of age who are not enrolled in a school operated by a local school authority may enrol in **Alberta Correspondence School** courses through home education. Students are advised to contact their local school board about home education. Registration fees for these students are the local school board's responsibility.

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### **b Monitoring Student Progress**

For students who are attending school, the **Alberta Correspondence School** will send status reports on students' progress to principals, at regular intervals throughout the year,.

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### **c Additional Local School Authority Responsibilities**

The principal, counsellor, superintendent or designate, should help the student select suitable courses, obtain the required textbooks and other materials, establish timetable periods for correspondence study, and arrange for writing final tests.

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### **d Student Resources**

The **Alberta Correspondence School** does not lend textbooks that are available from the **Learning Resources Distributing Centre** at **12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

Students attending a school may purchase the required textbooks from the **Learning Resources Distributing Centre** or may obtain books from their school, in accordance with local school authority policies. Out-of-print textbooks, identified in **Alberta Correspondence School** handbooks by a double asterisk, may be borrowed by a student registered in an **Alberta Correspondence School** course, provided the student submits a refundable deposit. Other learning resources, such as computer software, laboratory kits, audiotapes, and videotapes which are integral to a

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correspondence course package are available, to registered students, from the **Alberta Correspondence School**. Please consult **Alberta Correspondence School** handbooks and the **Learning Resources Distributing Centre Buyers Guide** for availability and cost of learning resources.

Further information about the services available, registration procedures, fees and course materials may be obtained by contacting the **Student Services Department, Alberta Correspondence School, Box 4000, Barrhead, Alberta, T0G 2P0**, or by telephoning 674-5333.

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**e** **Home Education**  
(through Alberta Correspondence School)

**Δ** New information

Parents or guardians who wish to provide their children with a home education program that uses **Alberta Correspondence School** courses must be under the supervision of either their resident or a willing non-resident local school board. The local school board is responsible for the **Alberta Correspondence School** fees for home education students.

For information about home education, refer to **Alberta Education Regulations** and the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

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**5** **Distance Education**

Alberta Education encourages the use of technology to facilitate access to equitable educational opportunity for all students regardless of location. Through the use of distance education technologies (e.g., facsimile, telephone and audio conferencing, computers and satellite TV), students in small high schools have access to many of the same courses as urban students in large schools.

All inquiries should be directed to the Director, **Alberta Correspondence School, Box 4000, Barrhead, Alberta, T0G 2P0** (Telephone 674-5333, Fax 674-6561).

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**6** **Native Education**

Native students in high school may require additional support to help them complete high school programs. Native people throughout the province have stated, however, that they want their children to complete regular secondary school requirements with no reductions in standards. The **Native Education Project** of Alberta Education assists school systems to provide such support to Native students.

The province provides special grants to school systems with significant numbers of Native students. Basic and other classroom resources (print and video), as well as a teacher resource catalogue and Native language programs, have been developed by the **Native Education Project**. Contact the **Native Education Project, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2043, Fax 422-5256), for information on available resources.



The project will also help deal with issues in Native education that concern students, parents and school employees, and will provide inservice for teachers and administrators who would like to be more informed about Native education initiatives.

Alberta Education's policy on Native education states that all students in Alberta should understand and be aware of Native cultures, lifestyles and heritage. Native issues can be explored in high school social studies, especially in Grade 10. Native issues and culture may also be explored in art, drama, science and other areas of the curriculum. Students, teachers and administrators may also explore Native issues in Alberta through a locally developed Native studies course.

Locally developed Cree and Blackfoot language and culture courses are also offered in the province. More information on these courses is available from the **Language Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940, Fax 427-0591).

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## **7** School Library Program

Students in Alberta's schools should have access to an effective school library program that is integrated with instructional programs. Such programs improve students' opportunities for achieving the goals of education for Alberta.

In an integrated school library program, the services and activities are not peripheral or supplementary to the school's instructional program; they are an essential and dynamic part of it. The program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources. The resources are designed to assist them to grow in their ability to find, generate, evaluate and apply information. These information skills will, in turn, prepare students to function effectively as individuals and as full participants in society.

Students' learning experiences should integrate information retrieval and research skills. These skills are best learned within the curriculum. To promote integration, opportunities for co-operative planning between teachers and teacher librarians should be provided.

An integrated school library program attends not only to its formal instructional role, but also to its function as a centre for informal learning. As a resource centre, the school library should be a place where students can pursue their individual educational interests.

For information, refer to **Focus on Learning: An Integrated Program Model for Alberta School Libraries**; **Focus on Research: A Guide to Developing Students' Research Skills** (1990); and the **Alberta Education Policy Manual** available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767, Fax 422-9750).

For further information on school library programs, contact the **Curriculum Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 422-4872, Fax 422-5129), or the **Provincial Education Consultant, Library and Media, Edmonton Regional Office** (Telephone 427-2952, Fax 422-9682).

Δ New document



## Technology in Education

To enhance students' learning, the concepts, skills and attitudes relevant to technology and its uses are being incorporated into courses and programs wherever appropriate. Students are expected to learn the advantages and limitations of technological developments and their impact upon society. The ability to use selected technologies will help students understand and appreciate the process of technological change. Opportunity to work with technological materials and to address technological problems gives added depth to programs and provides the basis for the development of skills and understandings.

Learning can be enhanced through the use of technology to deliver instruction. In designing learning experiences for students, consideration should be given to the use of technological processes and materials in situations where technology helps to meet the needs of the students, and where it increases the efficiency of program delivery. Examples of equipment in used in school are calculators, computers, audio/videotapes, print and non-print resources and delivery mechanisms such as facsimile machines, radio and television.

### Δ New contact

For further information on technology in education contact the **Educational Technology Section, Policy and Evaluation Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-8225, Fax 422-5255).



# ADMINISTRATION:

## Awarding Course Credits



### 1 Introduction

After each semester or a school year, students shall be awarded credits on the recommendation of the principal, subject to the following:

- The School Program Plan form has been properly completed and forwarded to the appropriate **Director, Regional Office of Education**.
- The program, as shown in the School Program Plan, is approved by the appropriate **Director, Regional Office of Education** (or designate).
- The school has complied with the following departmental requirements:
  - instruction is provided by qualified teachers holding valid Alberta teaching certificates;
  - instructional time allocated to each subject meets minimum times specified by Alberta Education. Any alternative method of organization shall be indicated under "special circumstances" on the School Program Plan and be approved by Alberta Education
  - the content of each subject follows that outlined in the **Program of Studies for Senior High Schools** and/or course approved by the Minister and/or by the local school authority;
  - the senior high school is operated in accordance with the **Senior High School Handbook**;
  - changes that occur after the initial submission of the School Program Plan are endorsed and submitted to the regional office by the superintendent (or, in the case of accredited private schools, by the principal) for approval within 30 days of the change;



- student evaluation is carried out in accordance with local school authority policy and is consistent with provincial policy;
- school marks in diploma examination subjects and final marks in all other senior high school subjects are endorsed by the principal in accordance with local school authority policy. School marks are subsequently submitted to Alberta Education for recording, at a time and in a manner determined by the Minister.

## 2 School Program Plan

Before school opens, the School Program Plan form is sent to all schools in which senior high school grades are taught. All secondary schools shall use this form to document their program organization. Detailed instructions are supplied with the form.

By signing the School Program Plan, the principal and superintendent certify that the departmental requirements have been or will be met.

## 3 Special Circumstances

On the School Program Plan, the principal shall describe all special or unusual circumstances relative to the school's organization. Special provisions in the school plan to accommodate these circumstances shall be approved by the superintendent prior to submitting the School Program Plan to the appropriate **Director, Regional Office of Education**.

## 4 Rules Governing Awarding of Credits

- To earn the credits attached to all high school courses, a student shall achieve at least 50% ("C" standing) in each course.
- Credits will not be granted for courses that a student has previously passed and been awarded credits. In the case of a student repeating a course, the higher mark will be recorded on the student's record and transcript.

## 5 Provisions for Students Affected by Transitional Diploma Requirements

Alberta Education recognizes all course credits earned prior to September 1, 1984 for the awarding of the General High School Diploma.

Students registered in Grade 11 or 12 in September 1988 follow the 1987-88 diploma requirements for graduation. Should circumstances prevent these Grade 11 or 12 students from completing the graduation requirements by 1990, they will be granted a reasonable period (five years from entry into Grade 10) to complete the non-diploma examination course requirements.

Any deficiencies in diploma examination courses shall require the writing of diploma examinations that may reflect new program content.

Students may apply any completed diploma examination subject requirements toward the Advanced High School Diploma, provided they have earned a final course mark of 50% or higher.



## 6 Course Sequence Transfer

The provision for course transfer enables students to change course sequences, when necessary, to more appropriate levels of challenge. The recommended transfer routes for each program area are given on pages 36 and 37.

When transferring from a 10-20-30 sequence to a 13-23-33 sequence, or from a 13-23-33 sequence to a 14-24 sequence, the student should transfer into the sequence at the next grade level (for example, from Mathematics 10 to Mathematics 23, or from Mathematics 13 to Mathematics 24). When a student transfers into a less academic sequence, the principal may admit the student with less than a 50% standing (see **Waiver of Prerequisites and Credits for Waived Prerequisite Courses** below).

Circumstances that should be considered when counselling a student to use the course transfer provision include:

- language proficiency; As the student's language proficiency increases, a more academic sequence may provide a more appropriate level of challenge;
- the school's ability to schedule the appropriate course route;
- the student's ability and motivation.

The local school authority shall have a policy that states clearly the criteria to be met by a student who wishes to change program routes.

## 7 Prerequisite Standing

A student who has achieved a mark of 50% or higher in a given course shall be eligible to take the next or higher ranking high school course in that sequence.

## 8 Waiver of Prerequisites and Credits for Waived Prerequisite Courses

Prerequisites shown in Appendix II may be waived by the principal, provided the following conditions are met:

- the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies
- judgments are made on an individual basis, not for an entire class of students
- it is in the student's best interest.

### Δ Change in policy

Upon successful completion of the next or higher ranking high school course in that sequence, the principal will report, in writing, the waived course to the **Information Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2**. Credits will then be granted for the waived prerequisite course and a "P" or "pass" will be recorded on the student's record and transcript<sup>①</sup>.

When it is in the best interests of the student to receive both credits and a mark for a course (other than a "P" or "pass"), schools can use the flexibility now available through alternatives to the Carnegie Unit organizational model (see **School Organization - Definition of a Credit**, page 27) to provide the instruction necessary to complete the course requirements. The student may then be evaluated to determine a percentage mark.

<sup>①</sup> A "P" or "pass" mark is not taken into consideration for the calculation of averages for the Rutherford Scholarships or university entrance.



## 9 Retroactive Credits

The following applies to all regular students (refer to pages 71 to 73 for provisions that apply to mature students).

Students not achieving at least 50% in a course may elect to repeat the course or, subject to the approval of the school principal, elect to continue in an alternative course sequence. Students who successfully complete the next higher level in an alternative course sequence shall be granted credit for the prerequisite course. The following chart presents all of the courses toward which retroactive credits may be applied.

Courses for which retroactive credit has been granted will be recorded as "P" or "pass" on the student's record and transcript.

A student shall be awarded retroactive credits automatically by Alberta Education when all of the following criteria are met:

- The student is registered by the principal in an approved course and receives instruction in the course in Semester "A" or Year "A".
- At the end of Semester "A" or Year "A", the principal reports to the **Information Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** that the student has FAILED in the registered course. (A mark of less than 50% must be reported to the **Information Services Branch** and recorded on the student's file in order for the student to be eligible for retroactive credits in the following years.)
- Pursuant to a specific local school authority promotion policy, the student is registered, by the principal, in the next higher level course or in an alternative course sequence in the following Semester "B" or Year "B".
- The principal subsequently submits to the **Information Services Branch**, in the appropriate reporting period for Semester "B" or Year "B", a pass mark in the higher level alternative course completed.



**Δ**  
**IOP courses**  
**added**

**COURSES ELIGIBLE FOR RETROACTIVE CREDITS<sup>①</sup>**

Registered Course Reported Failed <u>Semester/Year: A</u>	Alternative Course Passed <u>Semester/Year: B</u>	Course Eligible for Retroactive Credits <u>Semester/Year: B</u>
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**English**

English 10  
English 20  
English 13

English 23  
English 33  
English 26

English 13  
English 23  
English 16

**French**

French Language Arts 10  
French 10N  
French 10S  
French Language Arts 20  
French 20N  
French 20S

French 20N  
French 20S  
French 20  
French 30N  
French 30S  
French 30

French 10N  
French 10S  
French 10  
French 20N  
French 20S  
French 20

**Mathematics**

Mathematics 10  
Mathematics 13  
Mathematics 20  
Mathematics 14

Mathematics 23  
Mathematics 24  
Mathematics 33  
Mathematics 26

Mathematics 13  
Mathematics 14  
Mathematics 23  
Mathematics 16

**Social Studies**

Social Studies 10  
Social Studies 20  
Social Studies 13

Social Studies 23  
Social Studies 33  
Social Studies 26

Social Studies 13  
Social Studies 23  
Social Studies 16

**Science**

Prior to 1992-93

Biology 10 (3 credits)  
Chemistry 10 (3 credits)  
Physics 10 (3 credits)  
Science 14

Science 24 (3 or 5 credits)  
Science 24 (3 or 5 credits)  
Science 24 (3 or 5 credits)  
Science 26

Science 14 (5 credits)  
Science 14 (5 credits)  
Science 14 (5 credits)  
Science 16

1992-93

Science 10 (5 credits)  
Science 14

Science 24 (3 or 5 credits)  
Science 26

Science 14 (5 credits)  
Science 16

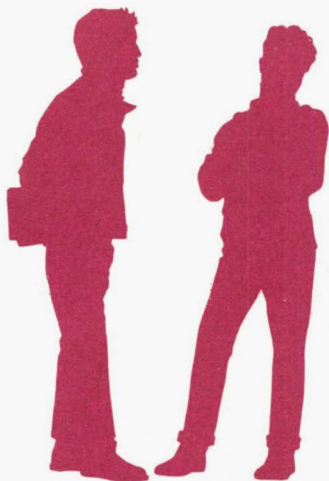
**Δ**  
**Mathematics**  
**25 replaced**

<sup>①</sup> Please note that in the aforementioned criteria the reference to Semester/Year "A" and Semester/Year "B" is intended to emphasize that sequential registration and instruction are essential requirements of the provision.



# ADMINISTRATION:

## Student Placement and Promotion



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### 1 Placements and Promotions

Promotion of students to Grade 10 is determined by the principal of the junior high school, subject to policies of the local school authority, and subject to provisions of the **Junior High School Handbook**.

Placement of students within senior high school is determined by the principal of the senior high school, subject to policies of the local school authority, and to provisions of this handbook.

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#### a Grade 10 Students

Δ New section

For the purposes of determining the graduation requirements a student is subject to, the following will pertain: upon promotion from Grade 9 and subsequent placement in Grade 10 in the next school year, the student's Grade 10 year is the school year in which the student receives the first mark (10% or greater) in a high school course as reported to Alberta Education.

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### 2 Registration of Students

In September and February of each school year, the **Information Services Branch** will provide the appropriate registration documents to each senior high school offering credit programs.

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### 3 Evaluation of Out-of- Province Educational Documents

Δ Change in  
procedure

Students entering an Alberta senior high school from outside Alberta should submit transcripts, or other official statements of previous standing, to the school they plan to attend. The principal will evaluate these documents in relation to approved high school courses or unassigned credits. The principal will also determine which year the student entered Grade 10. This assessment will be based on the number of credits assigned and will take into consideration the best interests of the student. It will establish the specific requirements needed to obtain a high school diploma, as outlined on pages 16 to 24.



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A copy of the evaluation shall be forwarded to the **Information Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2**, for recording purposes. Evaluation forms can be obtained from the **Information Services Branch**.

Postsecondary courses are not equated to credits for the General or Advanced High School Diploma but may be evaluated for and applied toward the High School Equivalency Diploma. Questions regarding out-of-Canada credentials may be sent to the **Director, Teacher Certification and Development, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2**, for advice and recommendations.

A high school principal may appeal to the **Special Cases Committee** for special consideration on behalf of Canadian unilingual francophone students who enter the Alberta school system in their graduating year. For these students, the principal may recommend that Français 30 be accepted in lieu of English 30 or 33 for Advanced or General High School Diploma purposes. The **Special Cases Committee** may be contacted by writing to the **Secretary, Special Cases Committee, Alberta Education, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2**.

Students planning to enter a postsecondary institution in Alberta should submit their documents to the postsecondary institution of their choice. There are no appeal procedures to Alberta Education in these instances.

An Alberta high school diploma shall not be issued solely on the basis of the evaluation of out-of-Alberta credentials. A student in this category who wishes to obtain an Alberta high school diploma is required to complete a minimum of five approved credits as prescribed by a school principal.

The required credits shall be completed in one or more of the subject areas specified under the diploma requirements, exclusive of physical education, and at a level equal to that of the highest Alberta course equivalent granted through credential evaluation.

The Council of Ministers of Education, Canada publication **Secondary Education in Canada: A Student Transfer Guide** is designed to assist in the placement of students. This guide is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5K 4X9** (Telephone 427-2767, Fax 422-9750).



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## **4 Exchange Students**

Exchange students from another province or country, who wish to complete a course for credit, should be registered with the **Information Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

Principals should clearly establish the educational and ensuing certification needs of exchange students by direct communication with the schools from which the students come. Principals should ascertain whether graduation from an Alberta high school immediately satisfies admission requirements of postsecondary institutions in that country upon their return.

If graduation from an Alberta high school program does not immediately satisfy admission to a postsecondary institution in the student's country of origin, a formal evaluation of studies completed in the country of origin is not necessary and only high school registration is required.

Any formal statement of academic achievement required by the school of origin would be issued by Alberta Education and would reflect only the courses the student actually completed in an Alberta school during the exchange period.

Exchange students seeking Alberta high school credits in a diploma examination course must write a diploma examination on the same terms as any Alberta student.



# ADMINISTRATION:

## Student Achievement in Senior High School Subjects



### 1 Introduction

Regulations governing the evaluation of students have been developed under section 25(3)(c) of the **School Act**. These are outlined on page 47 of this handbook and are included in detail in the **Alberta Education Policy Manual**. The **Alberta Education Policy Manual** is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5K 4X9** (Telephone 427-2767, Fax 422-9750).

The provincial policy regarding student evaluation is located in the **Alberta Education Policy Manual**. Each local school authority shall develop and implement a student evaluation policy.

The current editions of the **General Information Bulletin - Grade 12 Diploma Examinations Program** and the **Provincial Report - Diploma Examinations Program** can be consulted for an extensive discussion of student evaluation.

### 2 Reporting Student Achievement in Senior High School Subjects

Alberta Education maintains an individual Alberta Education Student Record for every Alberta high school student. The record is usually created during the student's Grade 9 year, and is subsequently used to provide a complete and accurate reflection of the student's high school achievement, inclusive of courses reported as **passed** or **failed**. Achievement in all completed high school credit courses is to be reported to the **Information Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2**.

Marks shall be reported through the **Non-Diploma Examination Courses: High School Results Statement** forms, **Diploma Examination School Marks Checklists**, or by computer tape for approved users.

Schools or local school authorities that wish to adopt computer tape reporting shall apply to the **Information Services Branch** for permission, no later than September 30 in any school year for



implementation in the subsequent school year. An application must provide a complete description of the local computer system currently in use and allow sufficient time for Alberta Education to evaluate and test the proposal.

Alberta Education records a course as completed if a mark of 10% or greater is awarded and reported.

Only school-awarded marks of 10% or greater shall be reported to the **Information Services Branch** in either diploma examination courses or non-diploma examination courses.

Only one mark per course in any one semester will be accepted and added to a student's record. Principals and/or students must withdraw duplicate or multiple registrations in the same semester (reporting period) prior to the timelines established for marks reporting by the **Information Services Branch**.

Once reported to Alberta Education, final marks in all completed courses, whether the course is passed or failed, shall not subsequently be deleted from the student's record. In those instances when a principal discovers an error has been made in reporting of a course, credits or mark, Alberta Education will adjust the student's record upon receipt of written notification from the principal of the school in which the error occurred.

School marks in diploma examination courses are to be reported to the **Information Services Branch** by the first day of the diploma examination schedule, in a format specified by the **Information Services Branch**, or as otherwise directed.

School-awarded marks in all non-diploma examination courses are to be reported using the Non-Examination Courses – High School Results Statement, or by computer tape, no later than two weeks following the completion of the respective diploma examination session or as otherwise specified by the **Information Services Branch**. For each course, excluding the diploma examination courses, the school will identify the course code, credits earned, semester, grading, and language of instruction if other than English. Schools will receive additional instructions as required throughout the year.

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### **3** Grade 12 Validation Statement

Alberta Education attempts to confirm the accuracy of each student's high school record by issuing to each Grade 12 student, in the late fall of their Grade 12 year, a **Student Record Validation Statement**. This validation statement is produced from the Alberta Education student record. The statement shows the student's complete high school achievement record, at the time of issuance, and lists all courses completed, passed or failed. Principals are asked to confirm the accuracy of this record. Any change in course information shall be authorized by the principal of the school in which the courses were completed. All forms are to be returned to the **Information Services Branch** within the time specified.



## 4 Grade 12 Diploma Examinations Programs

Students are required to write diploma examinations in the following courses:

Biology 30  
Chemistry 30  
English 30 and 33  
Français 30

Mathematics 30  
Physics 30  
Social Studies 30

A diploma examination will be developed for Science 30. Diploma examinations are available in the French language for all diploma examination courses except English 30 and English 33. Students may elect to write either the French or English language version of the respective examination.

Students who are expelled from school or from a diploma examination course on December 1 in the first semester, or on May 1 in the second semester, or later in any of the semesters, may apply in writing to the **Chairman, Special Cases Committee, Alberta Education, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2**, for permission to write the Grade 12 diploma examinations.

Pursuant to such a request, the **Special Cases Committee** will review a report from the principal giving the achievement and attendance of the student(s) and the circumstances that resulted in expulsion, and will decide whether the student(s) concerned may be granted permission to write the diploma examinations.

Permission from the **Special Cases Committee** to write a diploma examination does not waive the requirement for a school mark to be shown in the student record in order that a final mark be produced for official transcript purposes.

The diploma examination programs consist of course specific examinations based on the **Program of Studies for Senior High Schools**. Administrators should refer to the annual publication **General Information Bulletin - Grade 12 Diploma Examinations Program** for complete information.

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### a January and June Diploma Examinations

Examinations are written at all high schools offering the diploma examination courses. All students who are currently enrolled in diploma courses are to be registered for the examinations with the **Student Evaluation Branch** by their high school principal.

All others must register with the **Student Evaluation Branch**. Registration is achieved by completing a diploma examination application available through high school principals and **Regional Offices of Education** and forwarding it to the **Student Evaluation Branch** by the due date as published in the **General Information Bulletin**.

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### b August Diploma Examinations

August diploma examinations are written only at a number of selected centres throughout the province.

Special writing centres outside Alberta are **not** authorized for the August diploma examination session.



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| <b>c</b> | <b>Eligibility to Write</b> | <ul style="list-style-type: none"><li>● Students currently enrolled in a diploma examination course are required to write the diploma examination in that course before credits are awarded.</li><li>● Students who have been previously awarded credit for the course may write the diploma examination upon application.</li><li>● Mature students, as defined on page 71 of this handbook, may write the diploma examination upon application, without taking regular instruction.</li></ul> |
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| <b>d</b> | <b>Special Provisions</b> | <p>Students who require special provisions in order to write the diploma examination may request:</p> <ul style="list-style-type: none"><li>● the appointment of a scribe to assist during the examination</li><li>● that the examination be provided in Braille, large print or audio cassette</li><li>● that variation in writing time, place or mode of response be permitted</li><li>● exemption from writing an examination.</li></ul> <p>Administrators are directed to the policies on Special Examination Provisions for Learning Disabled Students and Special Examination Provisions for Physically Disabled Students, listed in the <b>General Information Bulletin - Grade 12 Diploma Examinations Program</b>. Application, together with the required documentation regarding special needs students, shall be made by the school principal to the <b>Student Evaluation Branch</b>, as soon as possible and not later than 90 days before the first examination date.</p> <p>Special provisions are granted and applied for a specific examination administration. A renewed application for the special provisions must be requested, in writing, for any subsequent administration.</p> <p>Students who write their examinations under special conditions will have their transcripts annotated with respect to the special provisions prevailing at the time of writing.</p> |
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| <b>e</b> | <b>Special Circumstances</b> | <p>Under certain circumstances, the school-awarded mark may be accepted upon application to and approval by the <b>Special Cases Committee</b> (refer to page 73 for further information).</p> |
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| <b>f</b> | <b>Examination Results</b> | <p>Following each examination period, students will receive a results statement showing the most recent school-awarded mark, the current diploma examination mark and the subsequent blended mark.</p> <p>Each school will receive a summary of scores for students registered in that school for each diploma examination. Consult the <b>Provincial Report - Diploma Examinations Program</b> for assistance in interpreting the scores.</p> |
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## 5 Appeal Procedures

### a School Course Marks

School principals should inform students of appeal procedures. A student who is dissatisfied with a school-awarded mark may:

- appeal under the policies set by the local school authorities, or
- take the course again.

Changes to non-diploma examination course marks shall be received no later than October 31 of the current school year for marks originating in the previous school year.

### b Diploma Examination Marks

A student who is dissatisfied with a Grade 12 diploma examination mark may:

- request a rescore, in writing, to the **Student Evaluation Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2**, in accordance with the terms and date specified on the appropriate results statement
- rewrite the examination at a later administration date.

Although there is no fee for rewriting the Grade 12 diploma examinations, a prepayable fee is required for rescoring an examination. The rescore fee is specified in the current edition of the **General Information Bulletin - Grade 12 Diploma Examinations Program** available from the **Student Evaluation Branch**. If there is an increase of 5% or more on rescoring, the fee is refunded to the student.

The student will receive the result of the rescored examination as the final mark in that diploma examination, even if it is lower than the original mark.

Formal notifications of school mark changes in diploma examination courses shall be submitted to the **Information Services Branch** prior to dates published in the annual **General Information Bulletin - Grade 12 Diploma Examinations Program** for the release of results statements to the respective administration.

Requests to change diploma examination school course marks after the published dates shall be submitted to the **Special Cases Committee, Alberta Education, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2**, for approval.



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**6 Diploma Examination Results Statement**

A Diploma Examination Results Statement is issued to a student who completes one or more diploma examination courses in a given diploma examination administration. The statement reports the current diploma examination course achievement of a student, combined with the student's most recent school mark in the respective subject, to produce a final mark.

For students who may have two or more school marks, or two or more diploma examination marks in the same course, the final mark for official transcript purposes only will be a blend of the highest school mark and the highest diploma examination mark achieved in the course within the current and previous two school years.

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**7 High School Diplomas and Transcripts**

The **Information Services Branch** issues General and Advanced High School Diplomas to students who meet the graduation requirements. A transcript showing the student's highest achievement in each completed course accompanies the diploma.

The transcript is produced from the student's Alberta Education student record. Courses deemed **incomplete** for any reason are not reported. Transcripts are annotated with regard to any special conditions that prevail at the time of writing a diploma examination. It is the responsibility of the student to request an updated transcript when additional courses are completed following initial graduation, or as required. For further information regarding graduation requirements, please refer to pages 16 to 24.

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**8 Provisions for Mature Students**

Mature students may earn high school credits without holding the prerequisite courses. For further information, refer to pages 71 to 73.

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**9 Credits for Private School Instruction**

When a registered private school is approved as an accredited private school, students enrolled in the school prior to the change in classification may be awarded high school credits for courses successfully completed prior to the change of classification, subject to the recommendation of the appropriate **Director, Regional Office of Education**. In these instances, the principal will be responsible for providing the appropriate **Director, Regional Office of Education**, with a record of the final mark awarded by the private school and an outline of the course for which credits for previous instruction are being granted.



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When a student transfers to a school operated by a public or separate school board or an accredited private Alberta high school, from a registered Alberta private school or other non-accredited school, the student may be awarded credits for previous instruction at the discretion of the principal. In these instances, the student will be responsible for providing the principal with a record of the final mark awarded and an outline of the course for which credits are being granted.

When credits for previous instruction are awarded, the principal shall enter a "P" (Pass) in the course mark column (not a grade or percentage score) on the **High School Evaluation Report**.



# ADMINISTRATION:

## Special Provisions



### **1** Special Provisions for Mature Students

#### **Δ Clarification of Mature Student Status**

Mature student status is granted effective September 1 for the subsequent school year. All the necessary criteria must be satisfied prior to September 1 in any year.

- A mature student for Alberta General High School or Advanced High School Diploma credit purposes is one who, as of September 1 of the current school year (the student school year is September 1 - August 31), is:
  - 20 years of age or older; or
  - 19 years of age and who, since reaching the age of 18, has been out of school for eight consecutive months; (the eight consecutive months are required prior to September 1 of the current school year; and students are deemed to be in school if their Alberta High School Student Record lists a high school course completed within the eight-month period, other than by correspondence, private study or summer school (Term 4); overseas transfer students who have attended school within the eight-month period shall not be granted mature student status); or
  - the holder of a previously-awarded Alberta High School Diploma; or an equivalent high school diploma from a jurisdiction acceptable to the Minister.
- The privileges afforded by the granting of Mature Student Status are not applied retroactively to a student's completed course work on file with Alberta Education. The application of Mature Student Status is conditional upon the completion of new course work subsequent to September 1 of the school year in which the status becomes effective.



- When all avenues of appeal have been explored at the jurisdictional or local school authority level, and a dispute or uncertainty as to whether or not a person qualifies for mature student status still exists, cases may be submitted in writing to the **Special Cases Committee, Alberta Education 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (see pages 73 and 74).

- Mature students enrolled in credit courses must be registered with the **Information Services Branch**.
- A mature student may earn senior high school credits after successfully completing:
  - courses offered in a regular accredited school
  - courses offered under extension programs
  - courses offered by the **Alberta Correspondence School**
  - a diploma examination conducted by Alberta Education with or without formal course instruction (see page 66 for the list of examination subjects).
- A mature student is eligible to enrol in any course at the senior high school level or to write a diploma examination without holding the required prerequisite courses.
- A mature student who has achieved a standing of 50% or higher in a senior high school course, by any of the alternatives noted above, will automatically be awarded credits by Alberta Education in the normal prerequisite(s) for the course(s) completed.
- Mature students are eligible to receive a General High School Diploma, Advanced High School Diploma or Certificate of Achievement upon completing the normal requirements. They are not, however, required to complete Physical Education 10 or Career and Life Management 20.

**Note:** Many local school authorities offer comprehensive programs for mature students in both credit and non-credit areas. Interested mature students should consult their local school authority for details of such programs.

## 2 High School Equivalency Diploma

There are two ways to achieve a High School Equivalency Diploma.

### Alternative 1

A person, 18 years or older, who is deficient in the credits needed for a General High School Diploma, and who has been out of school for at least 10 consecutive months, and who wishes to obtain a High School Equivalency Diploma, should apply to the principal of the high school in the community. The principal will forward a letter of recommendation to the **Information Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2**. All necessary documents should be included with the letter of recommendation.



To gain a High School Equivalency Diploma, a candidate shall obtain 100 school credits as set forth below:

- A minimum of 60 credits must be gained through classroom instruction in a school, or other institution accredited by Alberta Education, offering approved senior high school courses, as follows:
  - a high school course in mathematics 5 credits
  - a high school course in science 3 credits
  - English 30 or 33 5 credits
  - one other Grade 12 course 5 credits
  - additional high school courses 42 credits
- A minimum of 40 additional credits, which must be earned as follows:
  - additional high school courses
  - additional approved adult education courses under recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes), and/or
  - a maximum of 15 credits for maturity, according to the following scale:
    - age 21-24 (inclusive) 5 credits
    - age 25-29 (inclusive) 10 credits
    - age 30 and over 15 credits
  - a maximum of 5 credits for extensive travel
  - a maximum of 5 credits for extensive reading or private study.

## Alternative 2

A person, 18 years or older, who has been out of school for at least 10 consecutive months, who passes all 5 tests in the General Educational Development (G.E.D.) test battery with a minimum standard score of 45 or better, and meets the eligibility requirements, will be granted a High School Equivalency Diploma. Further information regarding the G.E.D. program may be obtained from the **Student Evaluation Branch** or the nearest **Regional Office of Alberta Education**.

## 3 Special Cases Committee

### a Frame of Reference of the Committee

The committee deals with all matters that require the interpretation and application of policy relative to the programming for an individual student, as suggested under Functions of the Committee, page 74.

### Δ Clarification of role

This committee is the final procedural level in the appeal process, outside of the Minister of Education. All other avenues of appeal must be explored at the level of the local school authority before making application for appeal to this provincial body.



<b>b</b> <b>Membership of the Committee</b>	The committee is chaired by the <b>Director, Student Evaluation Branch</b> and composed of four other directors of <b>Alberta Education</b> or their designates as approved by the <b>Chairman</b> .
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<b>c</b> <b>Functions of the Committee</b>	Specific examples of matters dealt with by the committee include the following:
<b>Δ Clarification of function</b>	<ul style="list-style-type: none"> <li>i. determining the number of high school credits to be awarded to out-of-province students who have appealed the evaluation given by the school in Alberta</li> <li>ii. ruling on whether or not students who have been expelled from school should be permitted to write diploma examinations</li> <li>iii. ruling in instances of disputed evaluation or instances of disputed diploma requirements*</li> <li>iv. ruling on student evaluation or diploma requirement matters where no policy or precedent exists</li> <li>v. determining "mature student" status in individual cases</li> <li>vi. reviewing cases where retroactive credits are in dispute</li> <li>viii. determining the variations in practice which may be permitted in the writing of examinations by students seeking a General or an Advanced High School Diploma.</li> </ul> <p>* Both a school mark and an examination mark are required to calculate a student's final mark for official transcript purposes. Permission from the <b>Special Cases Committee</b> to write a diploma examination does not waive the requirement for a school mark to be reported for the student record.</p>

<b>d</b> <b>Directions for Contacting the Committee</b>	
<b>Δ Clarification of appeal procedure</b>	<ul style="list-style-type: none"> <li>i. Students shall be informed of their right to appeal to the <b>Special Cases Committee</b>.</li> <li>ii. Teachers, principals, students or other individuals in the province who have explored all avenues of appeal at their jurisdictional or local school authority level and feel they have a case requiring special consideration should apply, in writing, to the <b>Secretary, Special Cases Committee, Alberta Education, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2</b>. The written submission should provide reasons for the need to appeal and a rationale in support of the appeal.</li> <li>iii. Persons who appeal to the <b>Special Cases Committee</b> shall concurrently advise the principal of the school and the superintendent of the local school authority where the student received instruction.</li> <li>iv. Upon receiving notice of the appeal, the principal shall submit a written report to the <b>Special Cases Committee</b> outlining recommendations related to the appeal.</li> </ul>



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# Appendices

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## Appendix I: Articulation with Alberta Apprenticeship and Trade Certification

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The following information is provided to help schools and students with plans for their vocational high school programs as they relate to the Alberta Apprenticeship and Trade Certification programs.

A person who presents to apprenticeship authorities of Alberta Career Development and Employment at least 35 credits in one of the vocational high school programs (excepting beauty culture), and an acceptable application for apprenticeship in the corresponding apprenticeship program, may be granted apprenticeship credits on the following basis:

- For **building construction, electricity, automotives, machine shop, electronics, plumbing and steamfitting**—upon recommendation of the employer—twelve months of time credit (three months each of four twelve-month periods), and first and second period technical credit upon passing the examinations for these periods.
- For **appliance servicing**—upon recommendation of the employer, twelve months of time credit (four months each of three 1600 hour periods), and first period technical credit upon passing the examination.
- For **electronics into the communication electrician apprenticeship**—upon recommendation of the employer, credits arranged by evaluation of credentials. There are four "craft" areas in the apprenticeship program beyond the first period level.
- For **welding and food preparation**—upon recommendation of the employer, twelve months of time credit (four months each of three twelve-month periods), and first period technical credit upon passing the first period examination.
- For **auto body**—upon recommendation of the employer, one period of time credit (600 hours each of three 2100 hour periods), and first period technical credit upon passing the first period examination.
- For **sheet metal**—upon recommendation of the employer, one period of time credit (450 hours each of four 1800 hour periods), and first and second period technical credit upon passing the examination for these periods.
- For **related mechanics**—no accreditation arrangements.



- For beautician—new accreditation arrangements:
  - All students graduating with 55 credits must find an employer willing to indenture them as an apprentice. The application for apprenticeship will result in a student receiving notice to appear for the theory examination, and being informed they need to serve two 700-hour periods of work experience before attempting the practical examination. When all requirements are met, the student will receive a Completion of Apprenticeship Certificate and a Journeyman Certificate.
  - High school (vocational) students with less than 55 credits, but more than 700 hours of instruction from an approved school, will be required to find an employer and indenture as an apprentice. Upon presentation of documented proof of the above, the student may receive technical credit for the first apprenticeship period. On the employer's recommendation, the student may attempt the first period examination. With an employer's recommendation, an apprentice may also be granted work experience credit for the first period of apprenticeship, up to the maximum hours of time spent in school instruction. **Note that applicants in this category may not attempt second period examinations.** Apprentices must attend second period apprenticeship training and complete 1400 hours of work experience. Following this, apprentices may challenge the theory and practical examinations and, if successful, will receive a Completion of Apprenticeship Certificate and a Journeyman Certificate.
  - Students receiving less than 700 hours of instruction from an approved school must take both periods of apprenticeship technical training. However, with an employer's recommendation, an apprentice may be granted work experience for the first period up to the maximum hours of time spent in school instruction.
- A person who presents fewer than 35 credits in one of the articulated vocational programs may expect to be considered for less apprenticeship credit, on the basis of individual performance, upon undertaking the apprenticeship.

**Note:** Vocational high school credits acceptable for articulation with apprenticeship programs may be altered from time to time, due to changes in programming recommended by provincial advisory committees.



## Appendix II: Provincially Authorized Senior High School Courses

Complementary course categories are presented in alphabetical order. Courses within each category are listed in the sequential numerical order of the course codes. Prerequisite courses continue to be indicated by their linear arrangement across the page, or by the line symbol — used to indicate a prerequisite that leads to more than one course.

Grade 10	Grade 11	Grade 12
<b>LANGUAGE ARTS</b>		
1100 English 10 ..... (5)	2100 English 20 ..... (5)	3100 English 30 ..... (5)
1115 English 13 ..... (5)	2115 English 23 ..... (5)	3115 English 33 ..... (5)
	Any two of:①	
	2141 Communications 21a ..... (3)	
	2142 Communications 21b ..... (3)	
	2143 Literature 21a ..... (3)	
	2144 Literature 21b ..... (3)	
English as a Second Language 10a ..... No Credit		
1117 English as a Second Language 10b ..... (5)		
1118 English as a Second Language 10c ..... (5)		
1145 Reading 10 ..... (3) (4) (5)		
1301 Français 10② ..... (5)	2301 Français 20 ..... (5)	3301 Français 30 ..... (5)
<b>LANGUAGE ARTS COURSES IN IMMERSION PROGRAMS</b>		
1304 French Language Arts 10② . (5)	2304 French Language Arts 20 ... (5)	3304 French Language Arts 30 ... (5)
1313 Ukrainian Language Arts 10 (5)	2313 Ukrainian Language Arts 20 (5)	3313 Ukrainian Language Arts 30 (5)
<b>SECOND LANGUAGES</b>		
1300 French 10③ ..... (5)	2300 French 20③ ..... (5)	3300 French 30③ ..... (5)
1302 French 10S③ ..... (5)	2302 French 20S③ ..... (5)	3302 French 30S③ ..... (5)
1303 French 10N③ ..... (5)	2303 French 20N③ ..... (5)	3303 French 30N③ ..... (5)
1315 German 10 ..... (5)	2315 German 20 ..... (5)	3315 German 30 ..... (5)
1322 Italian 10 ..... (5)	2322 Italian 20 ..... (5)	3322 Italian 30 ..... (5)
1325 Latin 10 ..... (5)	2325 Latin 20 ..... (5)	3325 Latin 30 ..... (5)
1345 Spanish 10 ..... (5)	2345 Spanish 20 ..... (5)	3345 Spanish 30 ..... (5)
1355 Ukrainian 10 ..... (5)	2355 Ukrainian 20 ..... (5)	3355 Ukrainian 30 ..... (5)
1356 Ukrainian 10S③ ..... (5)	2356 Ukrainian 20S③ ..... (5)	3356 Ukrainian 30S③ ..... (5)

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- ① These courses may not be used as substitutes for English 20 or 23 for students who entered Grade 10 as of September 1988.
- ② Français 10-20-30 replaced the Langue et littérature for francophone students and French Language Arts replaced Langue et littérature for immersion students as of September 1989.
- ③ These course numberings refer to the three-year (French 10), six-year (French 10S, French 20S, French 30S, Ukrainian 10S, Ukrainian 20S, Ukrainian 30S) and nine-year (French 10N, French 20N, French 30N) programs approved in 1980. Students may pursue French 30S for credit purposes after having completed the courses in French 10-20-30. Such students may receive credits in both French 30 and French 30S. The same provision would apply to students who wish to pursue French 30N after completing the French 30S stream. In this way, students can improve their communication skills by taking courses at a more advanced proficiency level.



Grade 10	Grade 11	Grade 12
<b>MATHEMATICS</b>		
1200 Mathematics/ Mathématiques 10 ..... (5)	2200 Mathematics/ Mathématiques 20 ..... (5)	3200 Mathematics/ Mathématiques 30 <sup>①</sup> ..... (5)
1216 Mathematics/ Mathématiques 13 ..... (5)	2216 Mathematics/ Mathématiques 23 ..... (5)	3211 Mathematics/ Mathématiques 31 <sup>①</sup> ..... (5)
1225 Mathematics 14 <sup>②</sup> ..... (5)	2225 Mathematics 24 <sup>②</sup> ..... (3) (5)	3216 Mathematics/ Mathématiques 33 ..... (5)
<b>SCIENCE</b>		
1230 Biology/Biologie 10 ..... (3)	2230 Biology/Biologie 20 ..... (3)	3230 Biology/Biologie 30 ..... (5)
1240 Chemistry/Chimie 10 ..... (3)	2240 Chemistry/Chimie 20 ..... (3)	3240 Chemistry/Chimie 30 ..... (5)
1260 Physics/Physique 10 ..... (3)	2260 Physics/Physique 20 ..... (3)	3260 Physics/Physique 30 ..... (5)
	2275 Physics 22 <sup>③</sup> ..... (3)	3275 Physics 32 <sup>③</sup> ..... (5)
1285 Science 14 ..... (5)	2285 Science 24 ..... (3) (5)	
1800 Agriculture 10 <sup>④</sup> ..... (3) (5)	2800 Agriculture 20 <sup>④</sup> ... (3) (5) (10)	3800 Agriculture 30 <sup>④</sup> ... (5) (10) (15)
<b>COMPUTER LITERACY<sup>⑤</sup></b>		
1529 Computer Literacy/ Informatique 10 ..... (3)		
<b>SOCIAL STUDIES<sup>⑥</sup></b>		
1150 Social Studies/ Études Sociales 10 ..... (5)	2150 Social Studies/ Études Sociales 20 ..... (5)	3150 Social Studies/ Études Sociales 30 ..... (5)
1151 Social Studies/ Études Sociales 13 ..... (5)	2151 Social Studies/ Études Sociales 23 ..... (5)	3151 Social Studies/ Études Sociales 33 ..... (5)
<b>PERSONAL DEVELOPMENT</b>		
1415 Health and Personal Development 10 ... (2) (3) (4) (5)	2416 Career and Life Management/ Carrière et Vie 20 ..... (3) (4) (5)	
1435 Occupations 10 ..... (2) (3)		
1445 Physical Education/ Éducation Physique 10 (3) (4) (5)	2445 Physical Education/ Éducation Physique 20 (3) (4) (5)	3445 Physical Education/ Éducation Physique 30 (3) (4) (5)
1450 Driver and Traffic Safety Education 10 ..... (2)		

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- ① As of September 1985, Mathematics 30 is the prerequisite for Mathematics 31. However, schools may register students in Mathematics 30 and 31 concurrently.
- ② Mathematics 14 and 24 replace Mathematics 15 and 25.
- ③ Physics 22 and 32 will be phased out when the new Physics 20 and 30 courses are introduced.
- ④ See page 30 for additional information.
- ⑤ Either Computer Literacy 10 or Computer Processing 10 may be used as the prerequisite to Computer Processing 20, but only one will be accepted for credit. In the Computer Processing 10-20-30 sequence or, alternatively, the Computer Literacy 10 - Computer Processing 20 and 30 sequence, a maximum of 15 credits has been set.
- ⑥ See page 35 for additional information.



Grade 10	Grade 11	Grade 12
<b>BUSINESS EDUCATION<sup>①</sup></b>		
	2430 Law/Droit 20 ..... (3) (5)	3430 Law/Droit 30 ..... (3) (5)
1501 Accounting/ Comptabilité 10 ..... (3) (5)	2501 Accounting/ Comptabilité 20 ..... (3) (5)	3500 Accounting/ Comptabilité 30 ..... (5)
1527 Computer Processing/Traitement de l'information 10 <sup>②</sup> .... (3) (5)	2527 Computer Processing/Traitement de l'information 20 ..... (3) (5)	3527 Computer Processing/Traitement de l'information 30 ..... (3) (5)
1529 Computer Literacy/ Informatique 10 <sup>②</sup> ..... (3)	2540 Marketing 20 ..... (3) (5)	3540 Marketing 30 ..... (3) (5)
	2541 Basic Business 20 ..... (3) (5)	3541 Basic Business 30 ..... (3) (5)
Δ 1542 Business Education 10 (3) (5) (10)	2542 Business Education 20 (3) (5) (10)	3542 Business Education 30 (3) (5) (10)
1550 Record Keeping 10 ..... (3)	2543 Business Communications 20 (3)	
	2544 Business Calculations 20 ... (3)	
	2545 Office Procedures 20 .... (3) (5)	3545 Office Procedures 30 ..... (3) (5)
	2555 Shorthand 20 ..... (3) (5)	3555 Shorthand 30 ..... (3) (5)
1565 Typewriting/ Dactylographie 10 <sup>③</sup> .... (3) (5)	2565 Typewriting/ Dactylographie 20 <sup>③</sup> .... (3) (5)	3565 Typewriting/ Dactylographie 30 ..... (5)
	2566 Dicta Typing 20 ..... (3)	3567 Word Processing 30 ..... (3)
<b>FINE ARTS</b>		
1400 Art 10 ..... (3) (4) (5)	2400 Art 20 ..... (3) (4) (5)	3400 Art 30 ..... (5)
1405 Art 11 ..... (3) (4) (5)	2405 Art 21 ..... (3) (4) (5)	3405 Art 31 ..... (5)
1410 Drama 10 ..... (3) (5)	2410 Drama 20 ..... (3) (5)	3410 Drama 30 ..... (5)
1420 Music 10 ..... (3) (4) (5)	2420 Music 20 ..... (3) (4) (5)	3420 Music 30 ..... (5)
1425 Music 11 ..... (3) (4) (5)	2425 Music 21 ..... (3) (4) (5)	3425 Music 31 ..... (5)
1426 Music 12 ..... (3) (4) (5)		

**Δ Change in sequence  
for Business  
Education 10-20-30**

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- ① Please refer to the **Business Education Manual for Teachers, Counsellors and Administrators** (1987), available from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9, for maximum credit limits for business education programs.
- ② Either Computer Literacy 10 or Computer Processing 10 may be used as the prerequisite to Computer Processing 20, but only one will be accepted for credit. In the Computer Processing 10-20-30 sequence or, alternatively, the Computer Literacy 10 - Computer Processing 20 and 30 sequence, a maximum of 15 credits has been set.
- ③ Typewriting 10 is required for Dicta Typing 20; Typewriting 20 is required for Word Processing 30, Shorthand 30, and Office Procedures 30.



Grade 10	Grade 11	Grade 12
<b>HOME ECONOMICS</b>		
1601 Clothing & Textiles 10 ..... (3) (4) (5)	2601 Clothing & Textiles 20 ..... (3) (4) (5)	3601 Clothing & Textiles 30 ..... (3) (4) (5)
1611 Food Studies 10 ..... (3) (4) (5)	2611 Food Studies 20 ..... (3) (4) (5)	3611 Food Studies 30 ..... (3) (4) (5)
1621 Personal Living Skills 10 ..... (3) (4) (5)	2621 Personal Living Skills 20 ..... (3) (4) (5)	3621 Personal Living Skills 30 ..... (3) (4) (5)
<b>INDUSTRIAL EDUCATION<sup>①</sup></b>		
<b>General Courses</b>		
1715 Drafting 10 ..... (3) (4) (5)	2715 Drafting 20 ..... (3) (4) (5)	
1727 Industrial Education 10a ..... (3) (4) (5)	2727 Industrial Education 20a ..... (3) (4) (5)	3727 Industrial Education 30a ..... (3) (4) (5)
1728 Industrial Education 10b ..... (3) (4) (5)	2728 Industrial Education 20b ..... (3) (4) (5)	3728 Industrial Education 30b ..... (3) (4) (5)
1741 Industrial Education 10c ..... (3) (4) (5)	2741 Industrial Education 20c ..... (3) (4) (5)	3741 Industrial Education 30c ..... (3) (4) (5)
1742 Industrial Education 10d ..... (3) (4) (5)	2742 Industrial Education 20d ..... (3) (4) (5)	3742 Industrial Education 30d ..... (3) (4) (5)
		3729 Production Science 30 ..... (5)

CONTINUED

**Δ Additional Industrial Education courses**

① See page 31 for additional information.



Grade 10	Grade 11	Grade 12
<b>INDUSTRIAL EDUCATION<sup>①</sup></b>		
<b>Career Fields</b>		
<b>a) Construction and Fabrication</b>		
1836 Building Construction 12 ... (5)	2836 Building Construction 22a .. (5)	3836 Building Construction 32a .. (5)
	2837 Building Construction 22b .. (5)	3837 Building Construction 32b .. (5)
	2838 Building Construction 22c .. (5)	3838 Building Construction 32c (5)(10)
1936 Machine Shop 12 ..... (5)	2936 Machine Shop 22a ..... (5)	3936 Machine Shop 32a ..... (5)
	2937 Machine Shop 22b ..... (5)	3937 Machine Shop 32b ..... (5)
	2938 Machine Shop 22c ..... (5)	3938 Machine Shop 32c ..... (5)(10)
1949 Piping 12 ..... (5)	2949 Piping 22a ..... (5)	3949 Piping 32a ..... (5)
	2950 Piping 22b ..... (5)	3950 Piping 32b ..... (5)
	2951 Piping 22c ..... (5)	3951 Piping 32c ..... (5)(10)
1968 Sheet Metal 12 ..... (5)	2968 Sheet Metal 22a ..... (5)	3968 Sheet Metal 32a ..... (5)
	2969 Sheet Metal 22b ..... (5)	3969 Sheet Metal 32b ..... (5)
	2970 Sheet Metal 22c ..... (5)	3970 Sheet Metal 32c ..... (5)(10)
1980 Welding 12 ..... (5)	2980 Welding 22a ..... (5)	3980 Welding 32a ..... (5)
	2981 Welding 22b ..... (5)	3981 Welding 32b ..... (5)
	2982 Welding 22c ..... (5)	3982 Welding 32c ..... (5)(10)
<b>b) Electricity - Electronics</b>		
	2880 Electricity 22a ..... (5)	3880 Electricity 32a ..... (5)
	2881 Electricity 22b ..... (5)	3881 Electricity 32b ..... (5)
	2882 Electricity 22c ..... (5)	3882 Electricity 32c ..... (5)(10)
1731 Electricity - Electronics 12 .. (5)	2888 Electronics 22a ..... (5)	3888 Electronics 32a ..... (5)
	2889 Electronics 22b ..... (5)	3889 Electronics 32b ..... (5)
	2890 Electronics 22c ..... (5)	3890 Electronics 32c ..... (5)(10)
<b>c) Graphic Communications</b>		
	2737 Vis. Com. 22a ..... (5)	3737 Vis. Com. 32a ..... (5)
	2738 Vis. Com. 22b ..... (5)	3738 Vis. Com. 32b ..... (5)
1736 Visual Communications 12 .. (5)	2739 Vis. Com. 22c ..... (5)	3739 Vis. Com. 32c ..... (5)(10)
1864 Drafting 12 ..... (5)	2904 Graphic Arts 22a ..... (5)	3904 Graphic Arts 32a ..... (5)
	2905 Graphic Arts 22b ..... (5)	3905 Graphic Arts 32b ..... (5)
	2906 Graphic Arts 22c ..... (5)	3906 Graphic Arts 32c ..... (5)(10)
	2715 Drafting 20 ..... (3)(4)(5)	
1715 Drafting 10 ..... (3)(4)(5)	2864 Drafting 22a ..... (5)	3864 Drafting 32a ..... (5)
1736 Visual Communications 12 .. (5)	2865 Drafting 22b ..... (5)	3865 Drafting 32b ..... (5)
1864 Drafting 12 ..... (5)	2866 Drafting 22c ..... (5)	3866 Drafting 32c ..... (5)(10)

CONTINUED

Note: For specific description of introductory and sequential vocational courses, see the **Industrial Education Manual for Guidance to Teachers, Counsellors and Administrators** (1983).

① See page 31 for additional information.



Grade 10	Grade 11	Grade 12
<b>d) Horticulture</b>		
1916 Horticulture 12 ..... (5)	2916 Horticulture 22a ..... (5)	3916 Horticulture 32a ..... (5)
	2917 Horticulture 22b ..... (5)	3917 Horticulture 32b ..... (5)
	2918 Horticulture 22c ..... (5)	3918 Horticulture 32c ..... (5) (10)
<b>e) Mechanics</b>		
1746 Mechanics 12 ..... (5)	2809 Related Mechanics 22a ..... (5)	3809 Related Mechanics 32a ..... (5)
	2810 Related Mechanics 22b ..... (5)	3810 Related Mechanics 32b ..... (5)
	2811 Related Mechanics 22c ..... (5)	3811 Related Mechanics 32c .. (5) (10)
	2824 Automotives 22a ..... (5)	3824 Automotives 32a ..... (5)
	2825 Automotives 22b ..... (5)	3825 Automotives 32b ..... (5)
	2826 Automotives 22c ..... (5)	3826 Automotives 32c ..... (5) (10)
1816 Auto Body 12 ..... (5)	2816 Auto Body 22a ..... (5)	3816 Auto Body 32a ..... (5)
1746 Mechanics 12 ..... (5)	2817 Auto Body 22b ..... (5)	3817 Auto Body 32b ..... (5)
	2818 Auto Body 22c ..... (5)	3818 Auto Body 32c ..... (5) (10)
<b>f) Personal Services</b>		
1832 Beauty Culture 12 ..... (5)	2832 Beauty Culture 22a ..... (5)	3832 Beauty Culture 32a ..... (5)
	2833 Beauty Culture 22b ..... (5)	3833 Beauty Culture 32b ..... (5)
	2834 Beauty Culture 22c ..... (5)	3834 Beauty Culture 32c ..... (5) (10)
		3835 Beauty Culture 32d (5) (10) (15)
1896 Food Preparation 12 ..... (5)	2896 Food Preparation 22a ..... (5)	3896 Food Preparation 32a ..... (5)
	2897 Food Preparation 22b ..... (5)	3897 Food Preparation 32b ..... (5)
	2898 Food Preparation 22c ..... (5)	3898 Food Preparation 32c ... (5) (10)
		3899 Food Preparation 32d ..... (5)
1961 Health Services 12 ..... (5)	2961 Health Services 22 ..... (5)	3961 Health Services 32a ..... (5)
		3962 Health Services 32b ..... (5)

CONTINUED



Grade 10	Grade 11	Grade 12
<b>SOCIAL SCIENCES<sup>①</sup></b>		
	2155 Political Thinking 20 ..... (3)	
	2156 Comparative Government 20 ..... (3)	
	2171 Personal Psychology 20 .... (3)	
	2172 General Psychology 20 ..... (3)	
	2160 Religious Ethics 20 ..... (3)	
	2161 Religious Meanings 20 ..... (3)	
	2176 General Sociology 20 ..... (3)	
	2177 Sociological Institutions 20 ..... (3)	
	2166 Local and Canadian Geography 20 ..... (3)	
	2181 Origins of Western Philosophy 20 ..... (3)	
	2182 Contemporary Western Philosophy 20 ..... (3)	
	2185 Western Canadian History 20 ..... (3)	
	2186 Canadian History 20 ..... (3)	
	2187 Economics for Consumers 20 ..... (3)	
		3156 International Politics 30 ..... (3)
		3161 World Religions 30 ..... (3)
		3166 World Geography 30 ..... (3)
		3171 Experimental Psychology 30 ..... (3)
		3175 Cultural and Physical Anthropology 30 ..... (3)
		3176 Applied Sociology 30 ..... (3)
		3182 Philosophies of Man 30 ..... (3)
		3183 Microeconomics 30 ..... (3)
		3185 Western World History 30 .. (3)
		3194 Macroeconomics 30 ..... (3)
<b>OTHER INSTRUCTION</b>		
1998 Work Experience/ Expérience d'emploi 15 .. (3) (5)	2998 Work Experience/ Expérience d'emploi 25 .. (3) (5)	3998 Work Experience/ Expérience d'emploi 35 .. (3) (5)
1999 Special Projects/ Projets Spéciaux 10 ..... (3) (5)	2999 Special Projects/ Projets Spéciaux 20 ..... (3) (5)	3999 Special Projects/ Projets Spéciaux 30 ..... (5)

CONTINUED

① See page 35 for additional information. For students entering Grade 10 as of September 1988, social science courses will not be accepted as substitutes for social studies credit requirements.



Grade 10	Grade 11 <sup>①</sup>	Grade 12
<b>INTEGRATED OCCUPATIONAL PROGRAM COURSES</b>		
<b>Academic Component:</b>		
1119 English 16 ..... (3)	2119 English 26 ..... (3)	
1159 Social Studies 16 ..... (3)	2159 Social Studies 26 ..... (3)	
1226 Mathematics 16 ..... (3)	2226 Mathematics 26 ..... (3)	
1291 Science 16 ..... (3)	2291 Science 26 ..... (3)	
<b>Occupational Component:</b>		
<b>a) Agribusiness</b>		
1801 Agricultural Production 16 (3 or 5)	2801 Agricultural Production 26 (10)	
1802 Agricultural Mechanics 16 (3 or 5)	2802 Agricultural Mechanics 26 (10)	
1915 Horticultural Services 16 (3 or 5)	2915 Horticultural Services 26 .. (10)	
<b>b) Business and Office Operations</b>		
1546 Business Services 16 .... (3 or 5)	2546 Business Services 26 ..... (10)	
1547 Office Services 16 ..... (3 or 5)	2547 Office Services 26 ..... (10)	
<b>c) Construction and Fabrication</b>		
1847 Building Services 16 .... (3 or 5)	2847 Building Services 26 ..... (10)	
1851 Construction Services 16 (3 or 5)	2851 Construction Services 26 .. (10)	
<b>d) Creative Arts</b>		
1407 Crafts and Arts 16 ..... (3 or 5)	2407 Crafts and Arts 26 ..... (10)	
1408 Technical Arts 16 ..... (3 or 5)	2408 Technical Arts 26 ..... (10)	
<b>e) Natural Resources</b>		
1941 Natural Resource Services 16 ..... (3 or 5)	2941 Natural Resource Services 26 ..... (10)	
<b>f) Personal and Public Services</b>		
1602 Child and Health Care 16 (3 or 5)	2602 Child and Health Care 26 .. (10)	
1603 Esthetology 16 ..... (3 or 5)	2603 Esthetology 26 ..... (10)	
1831 Hair Care 16 ..... (3 or 5)	2831 Hair Care 26 ..... (10)	
1877 Fashion and Fabric Services 16 ..... (3 or 5)	2877 Fashion and Fabric Services 26 ..... (10)	

CONTINUED

① The Grade 11 courses are available September 1991.



Grade 10	Grade 11 <sup>①</sup>	Grade 12
<b>INTEGRATED OCCUPATIONAL PROGRAM COURSES</b>		
<b>Occupational Component (cont'd):</b>		
<b>g) Tourism and Hospitality</b>		
1632 Commercial Food	2632 Commercial Food	
Preparation 16 ..... (3 or 5)	Preparation 26 ..... (10)	
1633 Food Services 16 ..... (3 or 5)	2633 Food Services 26 ..... (10)	
1634 Maintenance and Hospitality	2634 Maintenance and Hospitality	
Services 16 ..... (3 or 5)	Services 26 ..... (10)	
<b>h) Transportation</b>		
1747 Automotive Services 16 . (3 or 5)	2747 Automotive Services 26 ... (10)	
1748 Service Station Services 16 (3 or 5)	2748 Service Station Services 26 (10)	
1749 Warehouse Services 16 . (3 or 5)	2749 Warehouse Services 26 .... (10)	

① The Grade 11 courses are available September 1991.



# Appendix III: Approved Locally Developed Senior High School Courses

Refer to Locally Developed Senior High School Courses, Policy Number 05-07-01 in the **Alberta Education Policy Manual** for the policy and procedures for locally developed senior high school courses.<sup>①</sup>

Δ Please check for additions and deletions.

Grade 10	Grade 11	Grade 12
1141 Introduction to Modern Languages 15 ..... (3) (5)		3110 English 35 (I.B.) ..... (5)
1192 Asia Pacific Rim Studies 15 . (3)		3152 Theory of Knowledge 35 (I.B.) ..... (3)
1198 Histoire et civilisation 15 ... (5)	2198 Histoire et civilisation 25 ... (5)	3198 Histoire et civilisation 35 ... (5)
1199 Native Studies 15 ..... (3)	2232 Biology 25 (I.B.) ..... (3)	3233 Biology 35 ..... (5)
1232 Biology 15 (I.B.) ..... (3)	2241 Chemistry 25 (I.B.) ..... (3)	3241 Chemistry 35 (I.B.) ..... (5)
1257 Geology 15 ..... (3)	2257 Geology 25 ..... (3)	3178 Deaf Studies 35 ..... (5)
	2262 Physics 25 (I.B.) ..... (3)	3262 Physics 35 (I.B.) ..... (5)
	2276 Aeroscience 25 ..... (5)	3276 Aeroscience 35 ..... (5) (10)
1316 Arabic 15 ..... (3)	2316 Arabic 25 ..... (5)	3290 Science 35 ..... (5)
1318 Swedish 15 ..... (5)	2318 Swedish 25 ..... (5)	3316 Arabic 35 ..... (5)
1319 Greek 15 ..... (5)	2319 Greek 25 ..... (5)	3318 Swedish 35 ..... (5)
1320 German Literature 15 ..... (5)	2320 German Literature 25 ..... (5)	3319 Greek 35 ..... (5)
1321 Hungarian 15 ..... (5)	2321 Hungarian 25 ..... (5)	3320 German Literature 35 ..... (5)
1332 Polish 15 ..... (5)	2332 Polish 25 ..... (5)	3321 Hungarian 35 ..... (5)
1344 Spanish 15 ..... (5)	2344 Spanish 25 ..... (5)	3332 Polish 35 ..... (5)
1370 Cree 15 ..... (5)	2370 Cree 25 ..... (5)	3344 Spanish 35 ..... (5)
1371 Blackfoot 15 ..... (5)		3370 Cree 35 ..... (5)
1372 Chinese 15 ..... (5)	2372 Chinese 25 ..... (5)	3372 Chinese 35 ..... (5)
1373 Japanese 15 ..... (5)	2373 Japanese 25 ..... (5)	3373 Japanese 35 ..... (5)
	2374 Greek as a Religious Language 25 ..... (5)	
1375 Hebrew 15 ..... (5)	2375 Hebrew 25 ..... (5)	3375 Hebrew 35 ..... (5)
1377 Chinese Studies 15 ..... (5)	2377 Chinese Studies 25 ..... (5)	3377 Chinese Studies 35 ..... (5)
1378 American Sign Language 15 (5)	2378 American Sign Language 25 (5)	3378 American Sign Language 35 (5)
1412 Ballet 15 ..... (5)	2412 Ballet 25 ..... (5)	3412 Ballet 35 ..... (5)
1413 Dance 15 ..... (5)	2413 Dance 25 ..... (5)	3413 Dance 35 ..... (5)
1427 Music 15 ..... (3) (4) (5)	2427 Music 25 ..... (3) (4) (5)	3427 Music 35 ..... (5)
1428 Electronic Music 15 ..... (5)		
1437 Perspectives for Living 15 ..... (3) (5)		
1455 Outdoor Living 15 ..... (3)		
1456 Outdoor Leadership 15 ..... (5)	2456 Outdoor Leadership 25 ..... (5)	3456 Outdoor Leadership 35 ..... (5)

CONTINUED

① Locally developed courses approved to fulfil International Baccalaureate requirements are designated with the letters I.B. in brackets. Only those schools offering the International Baccalaureate program are permitted to use these courses.



Grade 10	Grade 11	Grade 12
1460 Religious Studies 15 ..... (3) (5)	2460 Religious Studies 25 .... (3) (5)	3460 Religious Studies 35 ..... (3) (5)
1480 Aspects of Living 15 ..... (5)		
1535 General Business 15 ..... (5)		
1732 Practical Arts 15a ..... (5)		
1733 Practical Arts 15b ..... (5)		
	2804 Aircraft Maintenance	3804 Aircraft Maintenance
	25a ..... (5)	35a ..... (5)
	2805 Aircraft Maintenance	3805 Aircraft Maintenance
	25b ..... (5)	35b ..... (5)
	2806 Aircraft Maintenance	3806 Aircraft Maintenance
	25c ..... (5)	35c ..... (5) (10)
1807 Sports Equipment	2807 Sports Equipment	3807 Sports Equipment
Repair 15 (IOP) ..... (3) (5)	Repair 25 (IOP) ..... (10)	Repair 35 (IOP) ..... (10)
1814 Automotive Parts	2814 Automotive Parts	
Merchandising	Merchandising	
15 ..... (5) (10)	25 ..... (5) (10) (15) (20)	
1822 Service Station Operation and Management	2822 Service Station Operation and Management	
15 ..... (5) (10)	25 ..... (5) (10) (15) (20)	
1828 Automotives 15 ..... (5) (10)	2828 Automotives 25 .... (5) (10) (15)	3828 Automotives 35 (5) (10) (15) (20)
1840 Building Construction	2840 Building Construction	3840 Building Construction
15 ..... (5)	25 ..... (5) (10) (15)	35 ..... (5) (10) (15) (20)
1841 Building Subtrades 15 ..... (5)	2841 Building Subtrades 25 (5) (10) (15)	
1842 Building Operations	2842 Building Operations	3842 Building Operations
15 ..... (5) (10)	25 ..... (5) (10) (15)	35 ..... (5) (10) (15) (20)
1844 Carpentry 15 ..... (5) (10)	2844 Carpentry 25 ..... (5) (10) (15)	3844 Carpentry 35 .. (5) (10) (15) (20)
1852 Commercial Art 15 ..... (5)	2848 Commercial Art 25a ..... (5)	3848 Commercial Art 35a ..... (5)
	2849 Commercial Art 25b ..... (5)	3849 Commercial Art 35b ..... (5)
	2850 Commercial Art 25c ..... (5)	3850 Commercial Art 35c .... (5) (10)
1861 Fashion and Design 15 ..... (5)	2861 Fashion and Design 25a .... (5)	3861 Fashion and Design 35a .... (5)
	2862 Fashion and Design 25b .... (5)	3862 Fashion and Design 35b .... (5)
	2863 Fashion and Design 25c .... (5)	3863 Fashion and Design 35c . (5) (10)
		3715 Drafting 34 ..... (5)
	2868 Drafting 25 ..... (5) (10) (15)	3868 Drafting 35 ..... (5) (10) (15)

CONTINUED



Grade 10	Grade 11	Grade 12
1876 Fabricare Technology 15 ..... (5) (10)	2876 Fabricare Technology 25 ..... (5) (10) (15)	3876 Fabricare Technology 35 ..... (5) (10) (15) (20)
1884 Electricity 15 ..... (5) (10)	2884 Electricity 25 ..... (5) (10) (15)	3884 Electricity 35 .. (5) (10) (15) (20)
1885 High Technology 15 ..... (3)	2885 High Technology 25 ..... (3)	
1900 Forestry 15 ..... (5)		
1940 Mining 15 ..... (5)		
1943 Theatre Arts 15 ..... (5)	2943 Theatre Arts 25 ..... (5)	3943 Theatre Arts 35 ..... (5)
1944 Performing Arts 15 ..... (5)	2944 Performing Arts 25a ..... (5)	3944 Performing Arts 35a ..... (5)
	2945 Performing Arts 25b ..... (5)	3945 Performing Arts 35b ..... (5)
	2946 Performing Arts 25c ..... (5)	3946 Performing Arts 35c .... (5) (10)
	2972 Television Crafts 25a ..... (5)	3972 Television Crafts 35a ..... (5)
	2973 Television Crafts 25b ..... (5)	3973 Television Crafts 35b ..... (5)
	2974 Television Crafts 25c ..... (5)	3974 Television Crafts 35c ... (5) (10)
1964 Sewing and Design 15 ..... (5) (10)	2964 Sewing and Design 25 ..... (5) (10) (15)	3964 Sewing and Design 35 ..... (5) (10) (15) (20)
1971 Television Arts 15 ..... (3)		
1978 Photography 15 ..... (5) (10)	2978 Photography 25 ..... (5) (10)	
1984 Welding 15 ..... (5) (10)	2984 Welding 25 ..... (5) (10) (15)	3984 Welding 35 .... (5) (10) (15) (20)



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## **Appendix IV: Alberta Education Curriculum Distributors**

Curriculum resources are available through the following Alberta Education distributors:

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**Δ As of April, 1991  
all Central  
Support Services  
documents will be  
distributed by the  
Learning  
Resources  
Distributing  
Centre**

### **LEARNING RESOURCES DISTRIBUTING CENTRE**

12360 - 142 Street  
Edmonton, Alberta, T5L 4X9  
Telephone 427-2767, Fax 422-9750.

- basic and support learning resources
- distance education and correspondence education course materials
- teachers' resource manuals and monographs
- some standardized tests
- pre-administered diploma examinations Grade 12 and achievement tests (Grades 3, 6 and 9)
- some software and audio-visual resources
- French language instruction learning resources
- programs of study
- service, legal and information documents, including bulletins and brochures
- the **Alberta Education Publication List** of available documents and their sources

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### **ACCESS NETWORK**

Media Resource Centre  
295 Midpark Way S.E.  
Calgary, Alberta, T2X 2A8  
(Toll-free number for educators is 1-800-352-8293, Fax 256-6837).

- audio-visual resources
- inservice packages (videotape and print)

For a list of available audio-visual resources and inservice packages, refer to the **ACCESS NETWORK Audio-Visual Catalogue 1987, 1988 and 1989 supplements.**

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### **ALBERTA CORRESPONDENCE SCHOOL**

Box 4000  
Barrhead, Alberta, T0G 2P0  
Telephone 674-5333, Fax 674-6561.

- correspondence courses



# Appendix V: Alberta Education Branch Addresses

The mailing address for branches of Alberta Education is:

Devonian Building, West Tower  
11160 - Jasper Avenue  
Edmonton, Alberta  
T5K 0L2

The following branch addresses are exceptions:

Alberta Correspondence School  
Box 4000  
Barrhead, Alberta  
T0G 2P0

Education Response Centre  
- Calgary  
5139 - 14 Street, S.W.  
Calgary, Alberta  
T2T 3W5

Alberta School for the Deaf  
6240 - 113 Street  
Edmonton, Alberta  
T6H 3L2

Grande Prairie Regional Office  
12th Floor, 214 Place  
9909 - 102 Street  
Grande Prairie, Alberta  
T8V 2V4

Calgary Regional Office  
Room 1200, Rocky Mt. Plaza  
615 Macleod Trail, S.E.  
Calgary, Alberta  
T2G 4T8

Learning Resources Distributing  
Centre  
12360 - 142 Street  
Edmonton, Alberta  
T5L 4X9

Edmonton Regional Office  
7th Floor, Westcor Building  
12323 Stony Plain Road  
Edmonton, Alberta

Lethbridge Regional Office  
Provincial Building  
200 - 5 Avenue South  
Lethbridge, Alberta  
T1J 4C7

Mailing Address:

Edmonton Regional Office  
Devonian Building, West Tower  
11160 - Jasper Avenue  
Edmonton, Alberta  
T5K 0L2

Red Deer Regional Office  
3rd Floor West, Provincial  
Building  
4920 - 51 Street  
Red Deer, Alberta  
T4N 6K8

Education Response Centre  
- Edmonton  
6240 - 113 Street  
Edmonton, Alberta  
T6H 3L2

Δ Clarification of  
Edmonton Regional  
Office address and  
mailing address

# Appendix VI: Program Implementa- tion Schedule

All learning resource materials for each new course will be available by June 1 from the **Learning Resources Distributing Centre**. If they are not, implementation of that course will not be mandatory the following September.

Courses marked with asterisks may be available for implementation at the discretion of the local school authority one year earlier than the date indicated.

	PROGRAM	88-89	89-90	90-91	91-92	92-93	93-94	94-95
C O R E	CAREER AND LIFE MANAGEMENT		20*					
	SOCIAL STUDIES	10/13	20/23	30/33				
	MATHEMATICS		10/13/14	20/23/24	30/33			31
	SCIENCE Science Biology Chemistry Physics		14-24			10	20 20 20 20	30 30 30 30
	ENGLISH				10/13**	20/23**	30/33**	
	PHYSICAL EDUCATION	10	20-30*					
C O M P.	DRAMA		10*	20*	30*			
	SECOND LANGUAGES <sup>①</sup>							
I O P	ACADEMIC AND OCCUPATIONAL COURSES			16 <sup>②</sup>	26 <sup>②</sup>	36 <sup>②</sup>		
ANTICIPATED IMPLEMENTATION DATES								
C O M P L E M E N T A R Y	MUSIC - Choral - Instrumental - General				10 10	20* 20* 13	30* 30* 23*	33*
	PRACTICAL ARTS <sup>③</sup> (Industrial Education - General; Industrial Education - Career; Home Economics; Business Education)					10/12	10/12 20/22	10/12 20/22 30/32
	SOCIAL SCIENCES						20	30

\* Available for implementation prior to provincial timelines, at discretion of local school authorities.

\*\* Dates are for learning resource implementation only.

Note: In view of recent curriculum changes, Occupations 10 is being assessed and may be discontinued 1991-92.

① Information regarding the development of French, German, Italian, Latin, Spanish, Ukrainian, Blackfoot and Cree is available from the Language Services Branch (427-2940).

② All IOP courses are interim until September 1993.

③ Implementation of all categories of practical arts programs will commence in the years indicated. (Agriculture, forestry, horticulture and principles of technology are being considered as part of the practical arts review.)





# Index

- 
- A** Academic-Occupational Program 38, 91  
ACCESS Network 89  
Addresses 90  
Advanced High School Diploma 17, 19, 21, 23, 24, 25  
Agriculture 30, 78  
Alberta Apprenticeship and Trade Certification 15, 75  
Alberta Correspondence School 14, 52, 53, 90  
Alberta Education Policy Manual 45, 48  
Alberta Education Regulations 46, 47  
Appeal procedures 68  
ASPEN 40  
Attendance 28  
Authorized senior high school courses 77-85  
Award of Excellence 14, 17, 19, 24  
Awarding Course Credits 56-60
- B** Basic student learning resources 51  
Bulletins 49  
Business Education 91
- C** Career and Life Management 91  
Category C courses 25  
Certificate of Achievement 22, 23, 24  
Cognitive/intellectual development 11  
Communicating education results 49  
Community partnerships 42, 43  
Course sequence transfer 36, 37, 58  
Credit requirements for graduation 16-24  
Curriculum support resources for teachers 50



- 
- D** Definition of a credit 27  
Desirable personal characteristics 6, 49  
Diplomas and Transcripts 69  
Diploma examinations 57, 66-69  
Distance education 53  
Drama 91  
Driver and Traffic Safety Education 30
- E** Education programs 48  
Education Response Centre 40, 90  
English Language Arts 30, 31, 91  
Essential concepts, skills and attitudes 9  
Ethical/moral characteristics 6  
Evaluation of out-of-province educational documents 61  
Examination results 67, 69  
Exchange students 63  
Extension programs 29
- F** Francophone programs 25, 37, 77  
French Language Education 47, 77  
French Language Immersion 38, 46, 77
- G** General Educational Development (G.E.D.) 73  
General High School Diploma 16, 18, 20, 21, 23, 24  
General requirements for admission to postsecondary education institutions 15  
Goals of Education 4  
Goals of Schooling 5  
Grade 10 students 61  
Grade 12 validation statement 65
- H** Handbooks and Bulletins 49  
High School Equivalency Diploma 72, 73  
Home education through Alberta Correspondence School 53  
Home Education Program 46
- I** Immersion Program 38, 46, 48, 77  
Industrial Education 31, 80-82, 91  
Instructional time 27  
Integrated Occupational Program 20, 22, 28, 36, 38, 39, 84, 85  
Intellectual characteristics 7

- 
- L**    Language Services Branch 91  
      Languages other than English or French 47, 48  
      Learning resources for the visually impaired 51  
      Learning Resources Distributing Centre 89, 90  
      Letter gradings and percentages 28  
      Locally developed courses 26, 31, 86  
      Locally developed/acquired student learning resources 51
- M**    Mathematics 91  
      Mature students 69, 71, 72  
      Ministerial Orders and Directives 49  
      Music 32, 33, 79, 86, 91
- N**    Native Education 53  
      Numbering Systems of High School Courses 28
- O**    Occupational courses (see Integrated Occupational Program)  
      Operations management 49
- P**    Philosophy of senior high schooling 1  
      Physical Development 12  
      Physical Education 22, 24, 25, 26, 34, 78, 91  
      Physical Education exemptions 34  
      Placements and promotion 15, 61, 62  
      Practical Arts 91  
      Prerequisites/standing 6, 13, 25, 41, 58  
      Private schools 47, 48, 69  
      Program Implementation Schedule 91  
      Program organization 28  
      Programs of study 50  
      Provincial monitoring, evaluating and auditing 48  
      Provincial policies 48, 49
- R**    Recommended transfer points 36, 37, 58  
      Referrals and appeals 48  
      Registration of students 61  
      Religious Studies 34, 49, 87  
      Reporting student achievements 64, 65  
      Response Line Service 40, 41  
      Retroactive credits 59, 60  
      Rutherford Scholarship Fund 15, 28



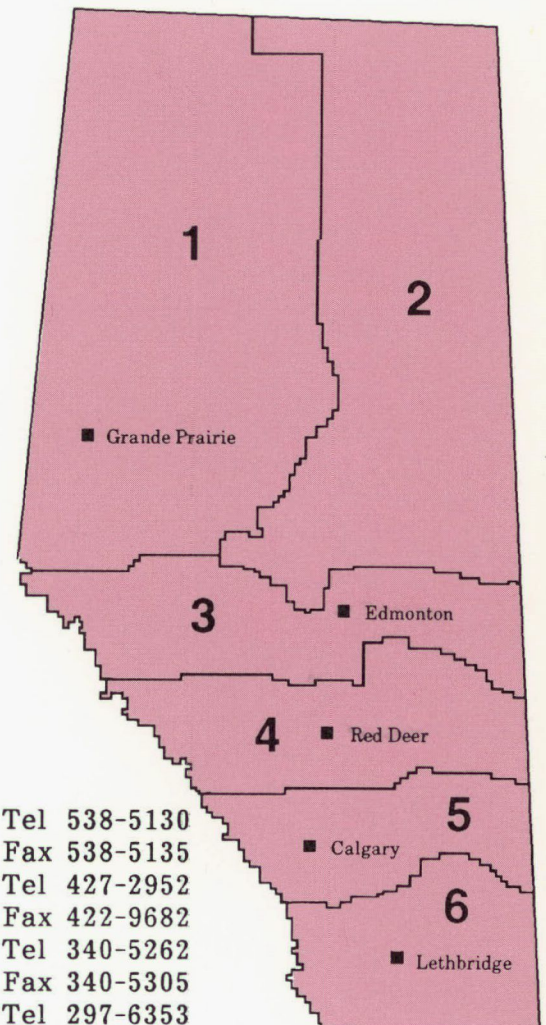
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- S** School Act 45  
School finance 49  
School library program 54  
School organization 27  
School program plan 57  
Second languages 25, 35  
Secondary Education in Alberta: Policy Statement 8, 9, 13  
Social sciences 35, 83, 91  
Social Studies 35-37, 60, 78, 83, 84, 91  
Social development 11  
Social/personal characteristics 7  
Special Cases Committee 73, 74  
Special circumstances 57  
Special education 39-41, 48  
Special project credits 41, 42  
Special provisions for Diploma Examinations 67  
Student Evaluation 47, 48  
Student information needs 14, 15  
Student learning resources 51  
Student record 47  
Support student learning resources 51
- T** Technology in Education 55  
Transcripts 69  
Transitional diploma requirements 57
- V** Validation statement 65
- W** Waiver of prerequisites 58  
Work experience 42, 48, 83  
Work study 42

## Regional Offices of Alberta Education

The regional offices work in cooperation with local school authorities to ensure the quality of teaching, programs, and schools. Each regional office has a staff of consultants and a director who provide the following:

- **CONSULTATION:** Consultative services in curriculum, instruction, evaluation, support functions, and policy development
- **MONITORING:** Monitoring of educational programs on a scheduled basis
- **EVALUATION:** Assistance to school systems to design and conduct school, program and system evaluations
- **MEDIATION:** Mediating in matters such as special student needs, ministerial reviews, attendance panels and COATS investigations, as well as complaints brought to the attention of the Minister.

To arrange for services from a regional office, follow the procedures adopted by your local school authority.



### Regional Offices

Zone 1: Grande Prairie	- Tel 538-5130 Fax 538-5135
Zones 2 and 3: Edmonton	- Tel 427-2952 Fax 422-9682
Zone 4: Red Deer	- Tel 340-5262 Fax 340-5305
Zone 5: Calgary	- Tel 297-6353 Fax 297-3842
Zone 6: Lethbridge	- Tel 381-5243 Fax 381-5734

Education Information - Tel 427-7219



